

# Golden Valley Orchard

## School Accountability Report Card Reported Using Data from the 2018—19 School Year California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



### Becky Page

Principal, Golden Valley Orchard

#### About Our School

Waldorf education provides children with a protected learning environment where they may remain children for as long as possible. Media usage is strongly discouraged in all grades but particularly in the lower grades in order to allow the imagination to develop and capacities for attention and comprehension to grow and deepen.

Children sing, draw, play recorders and other musical instruments, paint, dance, garden and learn handwork skills. Alongside academics the arts are integrated daily as part of each child's education. The arts are more than something "extra" at Golden Valley, because children benefit intellectually, emotionally and physically. Waldorf is an education for the whole child from the inside out. Learning never stops with Waldorf education; learning becomes a life-long endeavor.

*Becky Page received her bachelor's in liberal studies from CSU Fresno in 1989. After teaching in traditional public schools for 8 years, she discovered Waldorf education for her own children in 2004. She began her Waldorf teacher training the next year and joined Golden Valley as a teacher in 2007. During her time at Golden Valley she has served as faculty chair, BOT member, taught multiple adult education classes at Rudolf Steiner College, received her Waldorf teacher certification and completed a masters in Waldorf Education with an emphasis in Early Childhood. After 19 years in the classroom, Becky moved into administration at Orchard school in 2018.*

#### Contact

Golden Valley Orchard  
6550 Filbert Ave.  
Orangevale, CA 95662-4112

Phone: 916-987-1490  
Email: [bpage@goldenvalleycharter.org](mailto:bpage@goldenvalleycharter.org)

## About This School

### Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
<b>District Name</b>	San Juan Unified
<b>Phone Number</b>	(916) 971-7700
<b>Superintendent</b>	Kent Kern
<b>Email Address</b>	<a href="mailto:kkern@sanjuan.edu">kkern@sanjuan.edu</a>
<b>Website</b>	<a href="http://www.sanjuan.edu">http://www.sanjuan.edu</a>

School Contact Information (School Year 2019—20)	
<b>School Name</b>	Golden Valley Orchard
<b>Street</b>	6550 Filbert Ave.
<b>City, State, Zip</b>	Orangevale, Ca, 95662-4112
<b>Phone Number</b>	916-987-1490
<b>Principal</b>	Becky Page
<b>Email Address</b>	<a href="mailto:bpage@goldenvalleycharter.org">bpage@goldenvalleycharter.org</a>
<b>Website</b>	<a href="http://www.goldenvalleycharter.org">www.goldenvalleycharter.org</a>
<b>County-District-School (CDS) Code</b>	34674470132399

*Last updated: 1/15/2020*

### School Description and Mission Statement (School Year 2019—20)

Since its founding in 1999, Golden Valley has offered a unique and highly effective interdisciplinary curriculum based on a deep understanding of the developmental stages of childhood. Here, learning is embedded in storytelling, movement, arts, music and direct experience of natural phenomena. The goal is to help students develop to their highest potential so they will one day actively create and participate in a vibrant, healthy society that serves the good of all.

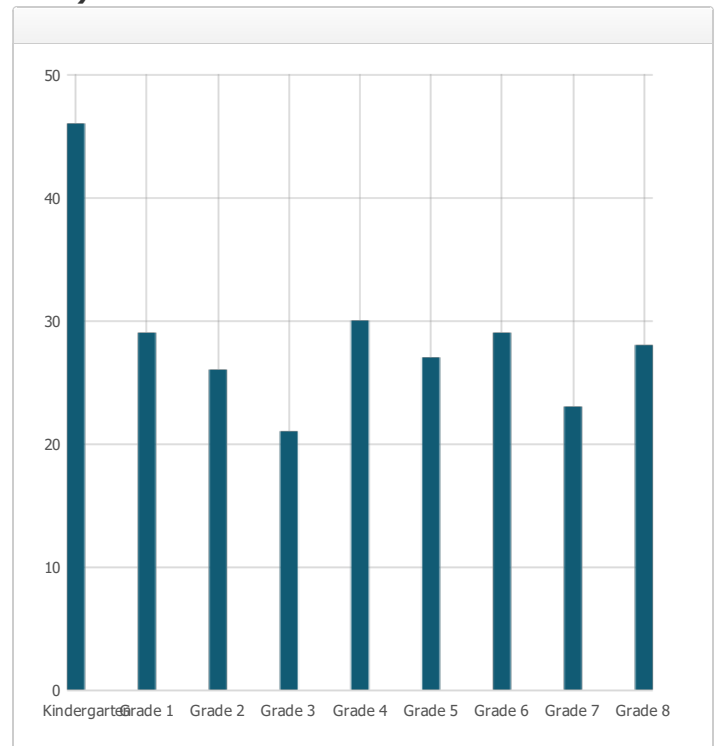
**Mission:** We prepare our students to consciously engage with our evolving world by inspiring a lifelong passion for learning.

**Vision:** We are a leading network of Waldorf inspired public charter schools.

*Last updated: 1/15/2020*

**Student Enrollment by Grade Level (School Year 2018—19)**

Grade Level	Number of Students
Kindergarten	46
Grade 1	29
Grade 2	26
Grade 3	21
Grade 4	30
Grade 5	27
Grade 6	29
Grade 7	23
Grade 8	28
Total Enrollment	259



Last updated: 1/15/2020

**Student Enrollment by Student Group (School Year 2018—19)**

Student Group	Percent of Total Enrollment
Black or African American	0.40 %
American Indian or Alaska Native	0.40 %
Asian	0.40 %
Filipino	%
Hispanic or Latino	13.10 %
Native Hawaiian or Pacific Islander	%
White	74.50 %
Two or More Races	11.20 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	35.50 %
English Learners	1.20 %
Students with Disabilities	5.00 %
Foster Youth	%
Homeless	3.10 %

## A. Conditions of Learning

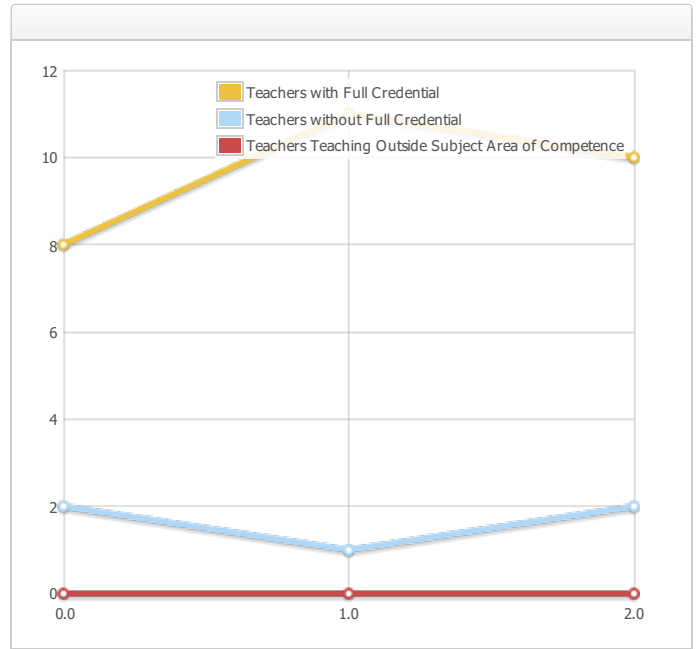
### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

#### Teacher Credentials

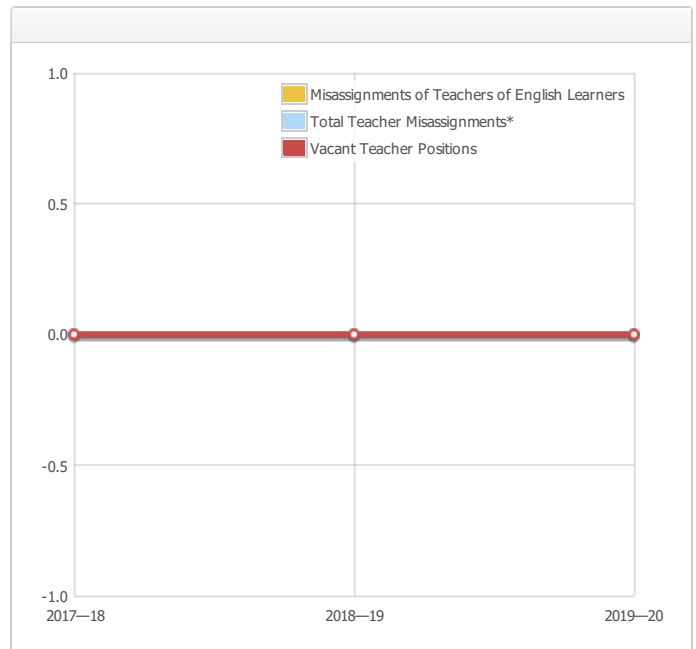
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	8	11	10	
Without Full Credential	2	1	2	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/15/2020

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.  
 \* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/15/2020

## Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019—20)

Year and month in which the data were collected:

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Voyages in English Grammar and Writing, Loyola Press		0.00 %
Mathematics	Math in Focus, Singapore Math, Marshall Cavendish		0.00 %
Science			0.00 %
History-Social Science			0.00 %
Foreign Language			0.00 %
Health			0.00 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

*Last updated: 1/15/2020*

## School Facility Conditions and Planned Improvements

Golden Valley Orchard School was inspected on XX, XX, XXXX using the Facility Inspection Tool. The school was evaluated in the following categories: systems (gas leaks, hvac, sewer), interior, cleanliness, electrical, restrooms, sinks/fountains, fire safety, hazardous materials, structural damage, roofs, playgrounds, and windows/doors/gates/fences. The facility was rated 100% in good repair. There were no deficiencies noted. ThXX, ere are no pending work orders.

*Last updated: 1/15/2020*

## School Facility Good Repair Status

Year and month of the most recent FIT report: January 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

## Overall Facility Rate

Year and month of the most recent FIT report: January 2020

Overall Rating	Good
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*Last updated: 1/27/2020*

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

**CAASPP Test Results in ELA and Mathematics for All Students  
Grades Three through Eight and Grade Eleven  
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
English Language Arts / Literacy (grades 3-8 and 11)	52.0%	63.0%	45.0%	46.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	30.0%	39.0%	34.0%	35.0%	38.0%	39.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

*Last updated: 1/15/2020*

**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	155	147	94.84%	5.16%	63.27%
Male	71	68	95.77%	4.23%	63.24%
Female	84	79	94.05%	5.95%	63.29%
Black or African American	--	--	--	--	
American Indian or Alaska Native	--	--	--	--	
Asian	--	--	--	--	
Filipino					
Hispanic or Latino	17	14	82.35%	17.65%	57.14%
Native Hawaiian or Pacific Islander					
White	125	120	96.00%	4.00%	65.83%
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	59	55	93.22%	6.78%	63.64%
English Learners	--	--	--	--	
Students with Disabilities	--	--	--	--	
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 1/15/2020*



**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	155	147	94.84%	5.16%	39.46%
Male	71	68	95.77%	4.23%	42.65%
Female	84	79	94.05%	5.95%	36.71%
Black or African American	--	--	--	--	
American Indian or Alaska Native	--	--	--	--	
Asian	--	--	--	--	
Filipino					
Hispanic or Latino	17	14	82.35%	17.65%	35.71%
Native Hawaiian or Pacific Islander					
White	125	120	96.00%	4.00%	41.67%
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	59	55	93.22%	6.78%	34.55%
English Learners	--	--	--	--	
Students with Disabilities	--	--	--	--	
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 1/15/2020*

**CAASPP Test Results in Science for All Students  
Grades Five, Eight and High School  
Percentage of Students Meeting or Exceeding the State Standard**

<b>Subject</b>	<b>School 2017—18</b>	<b>School 2018—19</b>	<b>District 2017—18</b>	<b>District 2018—19</b>	<b>State 2017—18</b>	<b>State 2018—19</b>
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

*Last updated: 1/15/2020*

**Career Technical Education (CTE) Participation (School Year 2018—19)**

<b>Measure</b>	<b>CTE Program Participation</b>
Number of Pupils Participating in CTE	0
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0.00%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.00%

*Last updated: 1/15/2020*

**Courses for University of California (UC) and/or California State University (CSU) Admission**

<b>UC/CSU Course Measure</b>	<b>Percent</b>
2018—19 Pupils Enrolled in Courses Required for UC/CSU Admission	0.00%
2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission	--

# State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

## California Physical Fitness Test Results (School Year 2018—19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
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Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/27/2020

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

#### Opportunities for Parental Involvement (School Year 2019—20)

At Golden Valley Charter Schools, parents have several opportunities to become involved in school activities. Some of these include:

- Parent Circle Meetings - monthly
- Class Meetings - twice per year or more
- School Festivals - 1-2 per year
- School Concert - once per year
- Parent Enrichment Evenings - 3 per year
- LCAP Stakeholder Engagement Meetings - once per year
- LCAP Parent Survey - once per year

### State Priority: Pupil Engagement

*Last updated: 1/15/2020*

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

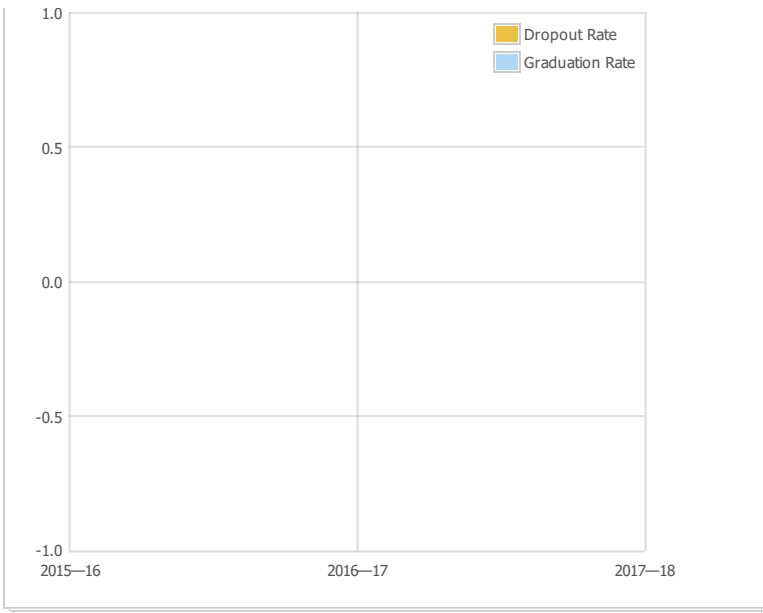
- High school dropout rates; and
- High school graduation rates

#### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2015—16	District 2015—16	State 2015—16
Dropout Rate	--	8.80%	9.70%
Graduation Rate	--	83.80%	83.80%

Indicator	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Dropout Rate	--	--	10.30%	11.70%	9.10%	9.60%
Graduation Rate	--	--	78.30%	76.60%	82.70%	83.00%

#### Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

*Last updated: 1/15/2020*

# State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	3.10%	5.70%	2.20%	5.80%	5.80%	4.90%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%	0.10%	0.10%	0.10%

*Last updated: 1/15/2020*

## School Safety Plan (School Year 2019—20)

The GVCS Safety Plans were reviewed and approved at the March 2019 Board of Trustees meeting.

*Last updated: 1/15/2020*

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	21.00	1	1	
1	29.00		1	
2	28.00		1	
3	30.00		1	
4	30.00		1	
5	28.00		1	
6	30.00		1	
Other**				

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

### Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	16.00	2	1	
1	31.00		1	
2	31.00		1	
3	30.00		1	
4	30.00		1	
5	30.00		1	
6	27.00		1	
Other**				

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

### Average Class Size and Class Size Distribution (Elementary) School Year (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	23.00		2	
1	29.00		1	
2	26.00		1	
3	20.00	1		
4	30.00		1	
5	27.00		1	
6	29.00		1	
Other**				

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.





**Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes *</b> <b>1-22</b>	<b>Number of Classes *</b> <b>23-32</b>	<b>Number of Classes *</b> <b>33+</b>
English				
Mathematics				
Science				
Social Science				

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes *</b> <b>1-22</b>	<b>Number of Classes *</b> <b>23-32</b>	<b>Number of Classes *</b> <b>33+</b>
English				
Mathematics				
Science				
Social Science				

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2018—19)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes *</b> <b>1-22</b>	<b>Number of Classes *</b> <b>23-32</b>	<b>Number of Classes *</b> <b>33+</b>
English				
Mathematics				
Science				
Social Science				

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

*Last updated: 1/15/2020*

**Ratio of Academic Counselors to Pupils (School Year 2018—19)**

Title	Ratio**
Counselors*	0.00

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

\*\*Average Number of Pupils per Counselor

*Last updated: 1/15/2020*

**Student Support Services Staff (School Year 2018—19)**

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.10
Library Media Teacher (Librarian)	0.03
Library Media Services Staff (Paraprofessional)	0.02
Psychologist	0.40
Social Worker	0.00
Nurse	0.10
Speech/Language/Hearing Specialist	0.20
Resource Specialist (non-teaching)	1.00
Other	0.70

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

*Last updated: 1/15/2020*

**Types of Services Funded (Fiscal Year 2018—19)**

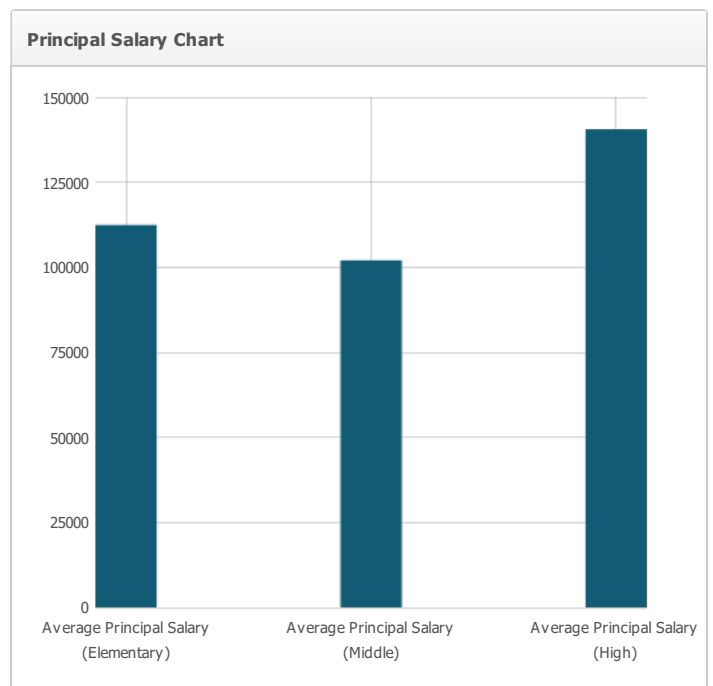
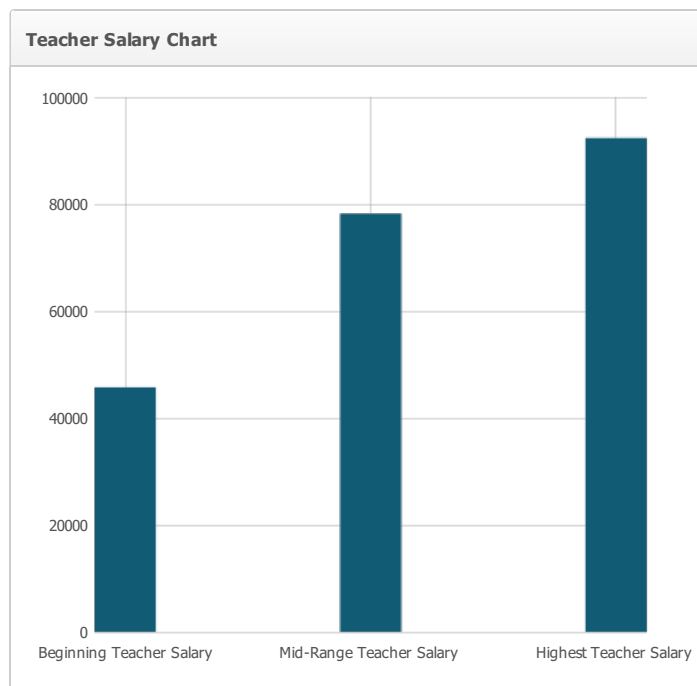
GVCS offers the full spectrum of special education and general education student supports. We approach the common core standards through the Waldorf curriculum. Students who struggle can receive academic support from an education specialist on staff. Middle school students are leveled based on math ability and there are study halls provided with support teachers. The arts-integrated approach provides for multiple modalities of instruction to meet diverse learning styles and interests. These include, music, handwork, gardening, drama, painting, and movement. Teachers use formative assessments to tailor interventions and create new challenges for students at grade level.

*Last updated: 1/15/2020*

**Teacher and Administrative Salaries (Fiscal Year 2017—18)**

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$45,738	\$48,612
Mid-Range Teacher Salary	\$78,229	\$74,676
Highest Teacher Salary	\$92,352	\$99,791
Average Principal Salary (Elementary)	\$112,403	\$125,830
Average Principal Salary (Middle)	\$102,014	\$131,167
Average Principal Salary (High)	\$140,548	\$144,822
Superintendent Salary	\$279,178	\$275,796
Percent of Budget for Teacher Salaries	36.00%	34.00%
Percent of Budget for Administrative Salaries	6.00%	5.00%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 1/15/2020

**Advanced Placement (AP) Courses (School Year 2018—19)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.00%

Note: Cells with N/A values do not require data.

\*Where there are student course enrollments of at least one student.

*Last updated: 1/15/2020*

**Professional Development**

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5