Cambridge Elementary School Accountability Report Card Reported Using Data from the 2018-19 School Year

Published During 2019-20

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/fg/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.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Cambridge Elementary
Street	1135 Lacey Lane
City, State, Zip	Concord, CA 94520
Phone Number	(925) 686-4749
Principal	Lourdes Beleche
Email Address	belechel@mdusd.org
Website	http://cambridge.mdusd.org
County-District-School (CDS) Code	07-61754-6003982

Entity	Contact Information
District Name	Mt. Diablo Unified School District
Phone Number	(925) 682-8000
Superintendent	Dr. Robert Martinez
Email Address	maratinezr@mdusd.org
Website	www.mdusd.org

School Description and Mission Statement (School Year 2019-20)

Our Vision:

Dream · Challenge · Lead

Working together as a community of learners, we will inspire and empower all students within a safe, supportive environment to develop 21st Century academic and interpersonal skills.

March 21, 2014

Our Mission:

To provide students a learning experience that embraces high expectations for all.

We focus on these goals:

- Promote respect and acceptance of ourselves and others.
- Provide a safe and secure environment for students and staff.
- Establish inclusion that connects the students' background and experience to the educational program so that every student reaches optimal success.
- Provide effective two-way communication and interaction between school and home.
- Empower staff and the school community to participate in the decision-making process. Foster pride in ourselves and in our school community.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	102
Grade 1	105
Grade 2	96
Grade 3	98
Grade 4	81
Grade 5	101
Total Enrollment	583

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1
American Indian or Alaska Native	0.2
Asian	3.1
Filipino	0.2
Hispanic or Latino	88.2
Native Hawaiian or Pacific Islander	0.3
White	2.6
Two or More Races	0.9
Socioeconomically Disadvantaged	96.2
English Learners	70.3
Students with Disabilities	6.2
Homeless	1

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	32	29	26	1599
Without Full Credential	2	1	0	69
Teaching Outside Subject Area of Competence (with full credential)	0	1	0	0

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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: August 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill: Reading Wonders 2017 - Adopted 2017 McGraw-Hill: Lectura Maravillas 2017 - Adopted 2017	Yes	0
Mathematics	Houghton Mifflin: Houghton Mifflin California Math - Adopted 2009	Yes	0
Science	Macmillian/McGraw-Hill: California Science - Adopted 2007	Yes	0
History-Social Science	Harcourt Brace: California Reflections 2006 - Adopted 2006	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

The District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available through the Maintenance and Operations Department.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

School Facility Good Repair Status (Most Recent Year)

Using the most recently collected FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 08/09/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Office/Rooms 8-13 - Rm 8 Door closer needs adjustment; Rm 13 replace floor tiles
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Rm 18 - Drinking fountain not working
Safety: Fire Safety, Hazardous Materials	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Kinder play structure - Holes in pads; several planters need additional soil
Overall Rating	Good	

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)	9	17	51	50	50	50
Mathematics (grades 3-8 and 11)	6	13	39	39	38	39

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.

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	286	279	97.55	2.45	16.85
Male	151	147	97.35	2.65	12.93
Female	135	132	97.78	2.22	21.21
Black or African American					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
American Indian or Alaska Native					
Asian					
Filipino					
Hispanic or Latino	255	250	98.04	1.96	14.80
Native Hawaiian or Pacific Islander					
White					
Two or More Races					
Socioeconomically Disadvantaged	280	273	97.50	2.50	16.12
English Learners	252	245	97.22	2.78	12.24
Students with Disabilities	26	26	100.00	0.00	0.00
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.

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	286	282	98.60	1.40	13.48
Male	151	148	98.01	1.99	13.51
Female	135	134	99.26	0.74	13.43
Black or African American					
American Indian or Alaska Native					
Asian					
Filipino					
Hispanic or Latino	255	253	99.22	0.78	13.04
Native Hawaiian or Pacific Islander					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
White					
Two or More Races					
Socioeconomically Disadvantaged	280	276	98.57	1.43	13.04
English Learners	252	248	98.41	1.59	11.69
Students with Disabilities	26	26	100.00	0.00	0.00
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.

CAASPP Test Results in Science for All Students Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School	School	District	District	State	State
	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19
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.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade <i>Level</i>	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
5	23.5	5.9	3.9

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.

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)

Organized opportunities for parental involvement:

- Every Friday "Learning Together" classes are held in the Adult Literacy Center; one Friday per month, these meetings host the principals for "Coffee with the Principals," during which parents are provided with updated information on school events as well as current academic progress.
- Parent Teacher Association meetings are held throughout the school year, kicked-off by the annual Family-Staff Potluck held at the beginning of the school year. This event sets the stage for the ongoing work we do with the parents throughout the school year.
- Family Events are scheduled on a monthly basis to provide parents the opportunity to work and learn with their children in a fun way, as well as provide important information that affects their children. Topics include, but are not limited to:Family-Staff Potluck, Bully vs. Conflict, Title 1, Make-your-own College T-Shirt Night, Trick or Treat parade, Science/Math/Reading Nights, Vaping Awareness, Social Media/Screen Addition Awareness, Jog-A-thon, and other opportunities that arise based on parents' and students' needs. This information is communicated to parents via flyers sent home, monthly newsletters, phone calls home, school website, and social media platforms.
- English Language Advisory Committee (ELAC), and School Site Council (SSC) are two groups that meet on a monthly basis and provide input on the current programs that are provided for our students at Cambridge.
- Parent Liaison assists our parents with registration and communication needs, access to community resources and other support services.
- Parenting classes and parent education classes focused on topics of interest for parents and their children, including dental, mental, and physical health.
- Parents have access to a parent resource room which contains information on local resources as well as nearly 3,000 literature books for parents to check out for home use. The parent resource room also houses computers for kinder registration workshops held by the parent liaison.
- Parents regularly assist in monitoring students during the multiple lunches in the cafeteria and during scheduled academic field trips. Throughout the school year, parents also help out in escorting students from and to class during picture days and vision/hearing exams.

Contact information pertaining to organized opportunities for parental involvement: Contact school at (925) 686-4749.

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	2.1	3.2	0.8	3.5	4.1	4.4	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Key elements included in the plan: disaster procedures and routine emergency procedures. Emergency supply backpacks are provided for each room. Review and updating of the plan occurs annually. Teachers provide lessons related to basic safety precautions for various disasters. Cambridge is in its seventh year of Positive Behavior Intervention Support (PBIS) implementation. PBIS focuses on providing clear behavior expectations, school wide incentives and recognition opportunities. Cambridge received the Silver Award for the California PBIS Coalition for its implementation of PBIS.

The Cambridge School Safety Plan was approved by the School Site Council at a public hearing on 1/28/2020.

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)

Grade Level	2016-17 Average Class Size	# of	# of	2016-17 # of Classes* Size 33+	Average	# of	2017-18 # of Classes* Size 21-32	# of	Average	# of	2018-19 # of Classes* Size 21-32	# of
K	20	2	4		20	4	2		20	2	3	
1	22	1	4		27		4		26		4	
2	20	2	3		27		4		24		4	
3	22	2	3		23	2	2		25		4	
4	25		4		26	1	2	1	27		3	
5	30		4		29		3		25	2		2
Other**												

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

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

Title	Ratio
Academic Counselors*	583.0

^{*}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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	.5
Library Media Services Staff (Paraprofessional)	
Psychologist	.4
Social Worker	
Nurse	

^{** &}quot;Other" category is for multi-grade level classes.

Title	Number of FTE* Assigned to School
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

^{*}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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10,942.95	\$3,152.47	\$7,70.49	\$68,748.00
District	N/A	N/A	\$8,328.50	\$78,217.00
Percent Difference - School Site and District	N/A	N/A	-166.1	-12.9
State	N/A	N/A	\$7,506.64	\$82,403.00
Percent Difference - School Site and State	N/A	N/A	-162.8	-18.1

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

Learning Support During School Hours: Universal Access provided by classroom teachers, Reading Intervention classes provided by support staff, Kindergarten, First and Second Grade Intervention provided by classroom and support teacher, Technology (Imagine Learning English, Lexia, Accelerated Reader), Special Education services, numerous volunteer tutor services.

Learning Support Before or After School Hours: Cambridge after school computer lab, Cambridge Extended Day program (Language arts and math support), and at home access to Imagine Learning English, ASPIRE Intervention classes, After school Intervention classes, volunteer tutor services.

Instructional Support: Reading, ELD, and Special Education.

Family and Early Learning Support: Parent Education classes, Adult ESL and Family Literacy classes with Pre-School classes, First Five services, Healthy Start services, Foster and Youth Services, community liaison support. Partnerships with John Muir, Concord Rotary, STAND and JFK University provide medical (physicals, immunizations, dental, vision, hearing, general health concerns) and counseling services to students and families.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category	
Beginning Teacher Salary	\$53,339	\$48,612	
Mid-Range Teacher Salary	\$73,641	\$74,676	
Highest Teacher Salary	\$98,346	\$99,791	

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (Elementary)	\$116,573	\$125,830
Average Principal Salary (Middle)	\$123,726	\$131,167
Average Principal Salary (High)	\$133,844	\$144,822
Superintendent Salary	\$280,000	\$275,796
Percent of Budget for Teacher Salaries	35%	34%
Percent of Budget for Administrative Salaries	6%	5%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

The district coordinates various staff development programs for teachers and administrators based on assessed needs and state mandates. Three days during the school year are dedicated to staff development.

During the school year, staff participates in district-provided training that focus on the learning needs of our student population. Examples include: Wonders/ Maravillas Reading Language Arts, NGSS training, Dual Language training provided by the Center for Applied Linguistics, Positive Behavior Intervention Support and Math.

Cambridge provides staff development opportunities regularly at the site. Classroom teachers and specialists participate in grade level meetings during the year. Due to the decline in performance on State Testing, the focus of the professional development for this school year is on English Learners and strategies to better serve their needs. Professional Learning Community collaboration meetings provide opportunities for data analysis, professional learning and collaboration to occur throughout the year. Classified staff also participates in a variety of training including conference attendance and district-provided seminars.