

Cambridge Elementary School

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 School |
| Street | 425 N. Cambridge Street |
| City, State, Zip | Orange, CA 92866 |
| Phone Number | (714) 997-6103 |
| Principal | Diane Lew |
| Email Address | dlew@orangeusd.org |
| Website | http://www.orangeusd.org/cambridge/index.asp |
| County-District-School (CDS) Code | 30-66621-6029755 |

| Entity | Contact Information |
|-----------------------|--------------------------------|
| District Name | Orange Unified School District |
| Phone Number | (714) 628-4000 |
| Superintendent | Gunn Marie Hansen, Ph.D. |
| Email Address | ghansen@orangeusd.org |
| Website | www.orangeusd.org |

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

The purpose of the School Accountability Report Card is to provide parents with information about the school's instructional programs, academic achievement, materials and facilities and the staff. Information about Orange Unified School District is also provided.

It is my pleasure to share the School Accountability Report Card for Cambridge Elementary School. Cambridge Elementary School is one of 27 elementary schools in the Orange Unified School District. Approximately 525 students are enrolled in grades (transitional) kindergarten through six during the 2019/20 school year.

The school doors were opened in 1951, located in the residential area of Old Town Orange. Our school is proud of its history of educating our neighborhood students and playing an important part in developing the future citizens of Orange.

Cambridge Elementary School provides a strong academic focus for our students along with an environment that supports the building of positive behavior and social relationships and individual responsibility. Our focus is to enable our students to be prepared for twenty-first century learning and demonstrate college and career readiness. Students' individual needs are a focus at Cambridge Elementary School. To support our Multi-tiered System of Supports, teachers in grades TK - 6th co-teach the PATHs Social Emotional Learning Curriculum with the Mental Health Counselor. Students in grades K-6 use the Wonders reading program for Language Arts instruction and English Language Development and the Envision Program for Math,

Cambridge is also home to a large technological base including a STEAM lab, an Innovation Lab that houses all of our robots and coding devices, a computer lab, over 250 iPads, and one to one HP Stream notebook computers and Chromebooks in grades Kindergarten through sixth.

Parents are always a welcome part of our instructional program and parent volunteers, at school and at home, help to support our program.

Mission:

The mission of Cambridge Elementary School is to provide all students with an education that promotes high levels of academic achievement, self-esteem, mutual respect, and individual responsibility. In partnership with our students, families, staff, and community, we create a learning environment that emphasizes communication, collaboration, critical thinking, and creativity, and one that empowers our students to become positive contributors to the 21st century global society." In order to support this mission, we are committed to maintaining a safe, structured, and inclusive environment that encourages students to develop a growth mindset, gives students the confidence needed to become creative problem-solvers, and promotes positive relationships and responsible behaviors.

Vision:

The vision of Cambridge Elementary School is to develop our students' skills, knowledge, abilities and character necessary to reach their personal potential. By providing opportunities for communication, collaboration, critical thinking, creativity, and character building experiences, we will enable our students to function effectively as productive and contributing members of society within the context of a rapidly changing world and be college and career ready for the 21st century.

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

| Grade Level | Number of Students |
|------------------|--------------------|
| Kindergarten | 81 |
| Grade 1 | 59 |
| Grade 2 | 80 |
| Grade 3 | 62 |
| Grade 4 | 62 |
| Grade 5 | 82 |
| Grade 6 | 67 |
| Total Enrollment | 493 |

Student Enrollment by Group (School Year 2018-19)

| Student Group | Percent of Total Enrollment |
|---------------------------------|-----------------------------|
| Asian | 0.6 |
| Filipino | 0.6 |
| Hispanic or Latino | 88.2 |
| White | 8.9 |
| Two or More Races | 0.8 |
| Socioeconomically Disadvantaged | 82.4 |
| English Learners | 55.8 |
| Students with Disabilities | 10.5 |
| Foster Youth | 1.2 |
| 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 | 20 | 21 | 25 | 1122 |
| Without Full Credential | 1 | 0 | 0 | 5 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 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: September 26, 2019

All K-8 textbooks are selected from the state matrix provided through the California Board of Education. Teachers peruse the materials and select by majority vote. Selected texts are then submitted to the Board of Education for final approval. Textbooks are procured in sufficient numbers for each student to receive a textbook. High School adoptions are content area based, with teachers selecting appropriate materials for the course objectives as outlined in the course description approved by the Board of Education. Selected texts are submitted to the Board for approved use in classrooms with purchase ratio of one per student. The Public Hearing and Adoption of Resolution No. 13-19-20 of the Board of Education of Orange Unified School District on the sufficiency of textbooks, instructional materials and science lab equipment (9-12) was approved on September 26, 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 ELA/ELD Program adopted in 2017 for Grades K-6 selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students. | Yes | 0% |
| Mathematics | Pearson/Scott Foresman enVision California Common Core Mathematics Program adopted in 2014 for Grades K-2 & adopted in 2015 for Grades 3-6. Selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students. | Yes | 0% |
| Science | Amplify Science Program adopted in 2019 for Grades K-6. It was selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students. | Yes | 0% |

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|-------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|--------------------------------------------|
| History-Social Science | Harcourt Social Studies Program adopted in 2006 Grades K-5 selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students. Glencoe Discovering Our Past Social Studies Program adopted in 2006, Grade 6 selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students. | Yes | 0% |
| Health | Too Good For Drugs Program was adopted in 2008 for Grades 3-6, and adopted for grades 1-2 in 2009. Fully available to all students. | Yes | 0% |

School Facility Conditions and Planned Improvements (Most Recent Year)

Cambridge Elementary school maintains a clean and safe school site. We have one full time day custodian and one full time night custodian to maintain our campus, while also holding our students accountable for maintaining their own personal clean environment at their desk and eating area. Minor repairs are made by our custodians, with larger repairs being maintained by the District Maintenance Support Staff. Providing a safe environment for our students is of paramount importance at Cambridge Elementary School.

Data reported are the determination of good repair as documented in a completed Interim Evaluation Instrument, including the school site inspection date. The school completes work orders and collaborates with the Maintenance department to address Items that are identified as fair and poor on the FIT report. The Custodian and Principal hold monthly inspections and report needed repairs.

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: 8/26/2019

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|---------------------------------------------------|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Poor | 20: 4: Door jamb needs paint 43: 4: Sink cabinets finish is damaged 15: Window glazing cracked and missing 44: 4: Sink cabinets finish is damaged 15: Window glazing cracked and missing |

| | | |
|-------------------------------------------------------------------|------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | <p>51: 4: Sink cabinets finish is damaged 15: Window glazing cracked and missing</p> <p>52: 4: Sink cabinets finish is damaged 15: Window glazing cracked and missing</p> <p>53: 4: Sink cabinets finish is damaged 15: Window glazing cracked and missing</p> <p>Boy's R/R 10 Wing: 4: Hole in tile, cover missing?</p> <p>Boy's R/R 30 Wing: 4: Paint flaking on walls; mirror backing is deteriorating</p> <p>Boy's R/R 50 Wing: 4: Walls damaged; mirror backing deteriorating and etched with graffiti 15: Window glazing is cracked and missing; wood has dry-rot around interior frame</p> <p>Daycare Portable: 4: Walls need painting; carpet stained and dirty 15: East door drags on ramp</p> <p>Girl's R/R 30 Wing: 4: Floor tiles missing; mirror backing is deteriorating</p> <p>Girl's R/R 50 Wing: 4: Wall damaged; floor tiles missing by toilet base; mirror backing is deteriorating 15: Window glazing is cracked and missing</p> <p>Playground Ball Storage Room: 4: Floor tiles damaged 7: Electrical outlet missing cover</p> <p>Speech Room: 4: Door jamb needs paint; wooden base board needs paint along whole perimeter</p> |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | Good | |
| Electrical: Electrical | Fair | <p>21: 7: Missing electrical cover by clock; varioius data/low voltage wires sticking out from wall without cover</p> <p>42: 7: Data box loose/hanging in north wall</p> <p>15: Window glazing cracked and missing</p> <p>Playground Ball Storage Room: 4: Floor tiles damaged 7: Electrical outlet missing cover</p> <p>T-1: 7: Electrical outlet cover is damaged</p> <p>T-2: 7: Data box missing cover on east wall</p> <p>15: Hand railing loose on ramp entry</p> <p>T-3: 7: Missing electrical outlet cover on north wall; data cover missing on east wall</p> |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | Good | <p>14: 9: Fountain needs adjustment 11: Aerosol under sink</p> <p>31: 9: Fountain inoperable 11: Chemical stored under sink (ie paint thinner).</p> |

| | | |
|------------------------------------------------------------------------|------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Safety: Fire Safety, Hazardous Materials | Good | <p>13: 11: Aerosol (Pledge) under sink</p> <p>14: 9: Fountain needs adjustment 11: Aerosol under sink</p> <p>31: 9: Fountain inoperable 11: Chemical stored under sink (ie paint thinner).</p> <p>33: 11: Paint stored under sink (2 gal.)</p> <p>34: 11: Paint stored under sink (1 gal.)</p> <p>61 Library: 11: Aerosols stored under sink</p> |
| Structural: Structural Damage, Roofs | Good | <p>K5: 12: Stucco damage on north wall 15: Window glazing cracked and missing</p> |
| External: Playground/School Grounds, Windows/Doors/Gates/Fences | Fair | <p>41: 15: Window glazing cracked and missing</p> <p>42: 7: Data box loose/hanging in north wall</p> <p>15: Window glazing cracked and missing</p> <p>43: 4: Sink cabinets finish is damaged 15: Window glazing cracked and missing</p> <p>44: 4: Sink cabinets finish is damaged 15: Window glazing cracked and missing</p> <p>50 Therapy Room: 15: Window glazing cracked and missing</p> <p>51: 4: Sink cabinets finish is damaged 15: Window glazing cracked and missing</p> <p>52: 4: Sink cabinets finish is damaged 15: Window glazing cracked and missing</p> <p>53: 4: Sink cabinets finish is damaged 15: Window glazing cracked and missing</p> <p>54: 15: Window glazing cracked and missing</p> <p>64: 7: Electrical outlet cover is missing on east wall 15: Window etched with graffiti on west door</p> <p>Boy's R/R 50 Wing: 4: Walls damaged; mirror backing deteriorating and etched with graffiti 15: Window glazing is cracked and missing; wood has dry-rot around interior frame</p> <p>Custodian Closet 40 Wing: 15: Window glazing cracked and missing</p> <p>Daycare Portable: 4: Walls need painting; carpet stained and dirty 15: East door drags on ramp</p> <p>Girl's R/R 50 Wing: 4: Wall damaged; floor tiles missing by toilet base; mirror backing is deteriorating 15: Window glazing is cracked and missing</p> <p>K5: 12: Stucco damage on north wall 15: Window glazing cracked and missing</p> <p>Kitchen: 15: Exterior frames on serving windows need paint</p> |

| | | |
|-----------------------|------|-------------------------------------------------------------------------------------|
| | | T-2: 7: Data box missing cover on east wall 15: Hand railing loose on ramp entry |
| 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) | 30 | 23 | 57 | 57 | 50 | 50 |
| Mathematics (grades 3-8 and 11) | 16 | 13 | 43 | 44 | 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 | 274 | 272 | 99.27 | 0.73 | 23.16 |
| Male | 139 | 138 | 99.28 | 0.72 | 20.29 |
| Female | 135 | 134 | 99.26 | 0.74 | 26.12 |
| Black or African American | | | | | |
| American Indian or Alaska Native | | | | | |
| Asian | -- | -- | -- | -- | -- |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|-----------------------------------------------|------------------|---------------|----------------|--------------------|-------------------------|
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 244 | 242 | 99.18 | 0.82 | 21.07 |
| Native Hawaiian or Pacific Islander | | | | | |
| White | 25 | 25 | 100.00 | 0.00 | 32.00 |
| Two or More Races | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 228 | 227 | 99.56 | 0.44 | 22.03 |
| English Learners | 193 | 192 | 99.48 | 0.52 | 20.83 |
| Students with Disabilities | 46 | 46 | 100.00 | 0.00 | 2.17 |
| 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 | 274 | 272 | 99.27 | 0.73 | 12.87 |
| Male | 139 | 138 | 99.28 | 0.72 | 15.22 |
| Female | 135 | 134 | 99.26 | 0.74 | 10.45 |
| Black or African American | | | | | |
| American Indian or Alaska Native | | | | | |
| Asian | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 244 | 242 | 99.18 | 0.82 | 12.40 |
| Native Hawaiian or Pacific Islander | | | | | |
| White | 25 | 25 | 100.00 | 0.00 | 12.00 |
| Two or More Races | -- | -- | -- | -- | -- |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|------------------------------------------------------|------------------|---------------|----------------|--------------------|-------------------------|
| Socioeconomically Disadvantaged | 228 | 227 | 99.56 | 0.44 | 12.33 |
| English Learners | 193 | 192 | 99.48 | 0.52 | 13.54 |
| Students with Disabilities | 46 | 46 | 100.00 | 0.00 | 2.17 |
| 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 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 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 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 |
|-------------|--------------------------------------------------------------|--------------------------------------------------------------|-------------------------------------------------------------|
| 5 | 9.1 | 2.6 | 1.3 |

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)

Cambridge partners with many community resources which support our students and school programs. Our parents are encouraged to volunteer in classrooms and serve on the School Site Council and English Learner Advisory Committee. Several parent volunteers help monthly at our Mobile School Pantry, a food bank that feeds hundreds of families in our community in partnership with the Second Harvest Food Bank. The staff coordinates several family involvement events including family Math, Reading and Science Nights, as well as technology training and other parent classes throughout the school year. Our PTA/PTO also plans fun family events throughout the school year like Trunk or Treat and our carnival. Through fundraising and volunteer efforts, the PTA/PTO has enhanced the instructional program with schoolwide assemblies, Red Ribbon Week activities, and scholarships for sixth grade Outdoor Science School. They also provide economic support to purchase needed supplementary supplies for the school.. Parents are encouraged to contact our office at (714) 997-6103 to find out more information about how they can get involved.

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 | 0.3 | 0.4 | 0.2 | 3.0 | 2.8 | 2.6 | 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)

Each of the district's schools develops and adopts, in accordance with Education Code § 32280 – 32289, a Comprehensive Safe School Plan particular to their site. Each school site is required annually, by March 1st, to have reviewed, and if necessary, updated their Safe School Plan. Each school forwards its Safe School Plan to the district through the office of Student and Community Services. The office of Student and Community Services provides plan development assistance to the schools and maintains a file of individual school plans available for inspection by the public.

A comprehensive disaster plan is in effect and fire and/or earthquake drills are conducted on a monthly basis. All schools in the district are linked through an emergency radio contact system, and district radio drills are held periodically to be prepared in case of an actual disaster. All staff members are assigned to specialized teams including the Command Center, Sweep and Rescue, First Aid, Assembly/Parent Assistance, and Security/Site Operations. These disaster procedures are outlined in detail in the School Site Disaster Plan.

As for student behavior and discipline, Cambridge students will be instructed in expectations for behavior in school common areas by the staff on the first day of school, with regular reminders and refreshers throughout the year. Common areas include walking in line, lunch area, restrooms and playing on the yard. A positive reward system will be put into place at the beginning of the year utilizing collecting Cubs Cash for tangible and behavioral rewards. Each teacher will share their discipline policies with parents at Back to School Night and in an information letter sent home at the beginning of the year.

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 | 2016-17 # of Classes* Size 1-20 | 2016-17 # of Classes* Size 21-32 | 2016-17 # of Classes* Size 33+ | 2017-18 Average Class Size | 2017-18 # of Classes* Size 1-20 | 2017-18 # of Classes* Size 21-32 | 2017-18 # of Classes* Size 33+ | 2018-19 Average Class Size | 2018-19 # of Classes* Size 1-20 | 2018-19 # of Classes* Size 21-32 | 2018-19 # of Classes* Size 33+ |
|-------------|----------------------------|---------------------------------|----------------------------------|--------------------------------|----------------------------|---------------------------------|----------------------------------|--------------------------------|----------------------------|---------------------------------|----------------------------------|--------------------------------|
| K | 31 | | 3 | 1 | 29 | | 3 | | 27 | | 3 | |
| 1 | 30 | | 1 | | 29 | | 2 | | 30 | | 2 | |
| 2 | 31 | | 3 | | 28 | | 3 | | 27 | | 3 | |
| 3 | 23 | 1 | 2 | | 29 | | 2 | | 31 | | 2 | |
| 4 | 30 | | 2 | | 35 | | | 2 | 30 | | 2 | |
| 5 | 30 | | 2 | | 30 | | 2 | | 36 | | | 2 |
| 6 | 27 | 1 | 3 | | 30 | | 1 | 2 | 27 | 1 | 2 | |
| 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.

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

| Title | Ratio |
|----------------------|-------|
| Academic Counselors* | .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) | |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | |
| Social Worker | |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | 2.6 |

*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 | \$5387.85 | \$290.90 | \$5096.95 | \$71343.00 |
| District | N/A | N/A | \$6616.90 | \$83,902.00 |
| Percent Difference - School Site and District | N/A | N/A | -26.0 | -16.2 |
| State | N/A | N/A | \$7,506.64 | \$82,403.00 |
| Percent Difference - School Site and State | N/A | N/A | -38.2 | -14.4 |

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)

English Language Learners receive daily English Language Development during a designated block of time. One full-time English Language Development Resource teacher supports classroom teachers and provides direct instruction for our English Learners. English Language Development curriculum consists of McGraw-Hill Wonders. A full-time Community Assistant provides English Language support to parents and families. Before-, during, and after-school interventions are provided for students that do not meet benchmark and are considered "at risk" in reading and math. Materials to support student engagement and access the curriculum is purchased through Title 1 funds and LCFF funds. The PTA/PTO also provides funding for enrichment assemblies and programs.

Below is a list of things our stakeholders found to be the most important aspects to spend our categorical funds on:

- * Intervention programs for students not reading at grade level.
- * Technology for the purpose of student learning (i.e. computers in the classroom, computers in the computer lab, computers for intervention programs).
- * Tutoring opportunities for our students not meeting grade level standards or not progressing in their English Language Proficiency.
- * Teacher training and professional development opportunities in the area of best teaching practices and in meeting learning needs of ALL learners.
- * Technology as a teaching tool (LCD Projectors, I-Pads, HP Stream student notebook computers, teacher laptops, SMART boards, etc.).
- * All parents, including parents of English Learners, should be provided parent education opportunities to support their children at home (ex. Family STEM Night, School Smarts Parent Program, Parent/Community Nights/Events (e.g. Carnival, Trunk or Treat, Camp-out, etc.), Grade Level Specific Skills Class, Common Core Parent Information Classes, etc.).
- * Staffing of personnel for the purpose of meeting the needs of our most intensive students needing extra academic and/or English language support (ex. Resource Teacher, Instructional Specialist, etc.).
- * Providing bilingual support is important in increasing school and parent communication for the purpose of increasing student achievement (ex. Bilingual Community Aides, Written and Oral interpretations, etc.).
- * Resources to support our efforts for improved student attendance (ex. student recognition certificates and awards).

Teacher and Administrative Salaries (Fiscal Year 2017-18)

| Category | District Amount | State Average For Districts In Same Category |
|-----------------------------------------------|-----------------|----------------------------------------------|
| Beginning Teacher Salary | \$45,901 | \$48,612 |
| Mid-Range Teacher Salary | \$79,070 | \$74,676 |
| Highest Teacher Salary | \$106,421 | \$99,791 |
| Average Principal Salary (Elementary) | \$129,252 | \$125,830 |
| Average Principal Salary (Middle) | \$131,552 | \$131,167 |
| Average Principal Salary (High) | \$153,039 | \$144,822 |
| Superintendent Salary | \$256,476 | \$275,796 |
| Percent of Budget for Teacher Salaries | 35% | 34% |
| Percent of Budget for Administrative Salaries | 5% | 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 | 26 | 24 | 28 |

Teachers are surveyed each year to help determine needed staff development based on review of student data on achievement. Trainings have included the implementation of the Wonders English Language Arts curriculum. Other professional development opportunities include data analysis, grade level collaboration opportunities to guide instruction, utilization of technology to support learning, student engagement and differentiation and appropriate scaffolding of instruction. Response to Intervention training is also in place. Cambridge continues to focus on the Common Core State Standards (CCSS) and designing training in conjunction with OUSD to ensure all teachers are prepared to implement instructional strategies needed to enable success in each classroom throughout the school. Teachers also have opportunities to attend conferences and workshops outside the district. In addition to the above-mentioned opportunities, staff development opportunities are provided through CTIP (California Teacher Induction Program) for new teachers. Support is also provided by our instructional specialist, principal, and peer leaders to all staff as needed. Staff meetings and grade level collaboration occur regularly to review current needs of the students based on data review.

At Cambridge Elementary, we had a number of surveys and input opportunities given to our parents, students, and teachers. This stakeholder input gives us information about what is needed for our school, beyond just professional development to ensure all areas of instruction and needs are covered.

Professional Development:

2017-2018: 2 full days/24 partial days

2018-2019: 2 full days/ 22 partial days

2019-2020: 1 full day/ 27 partial days

The school has a full day site-specific Professional Development for teachers to attend. This course is scheduled once on a non-student day. The school has a 2-hour site specific Professional Development for teachers to attend. This course is scheduled during multiple 2-hour intervals during twelve separate school days. The school has a 2-hour District Professional Development for teachers to attend. This course is scheduled during multiple 2-hour intervals during five separate school days. The school has a 2-hour site specific Professional Learning Community for teachers to attend. This course is scheduled during multiple 2-hour intervals during eleven separate school days.