

Cambridge Elementary School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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

Contact Information (School Year 2016-17)

School 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
E-mail Address	dlew@orangeusd.org
Web Site	http://www.orangeusd.org/cambridge/index.asp
CDS Code	30-66621-6029755

District Contact Information	
District Name	Orange Unified School District
Phone Number	(714) 628-4000
Superintendent	Michael Christensen
E-mail Address	superintendent@orangeusd.k12.ca.us
Web Site	www.orangeusd.k12.ca.us

School Description and Mission Statement (School Year 2016-17)

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. Unless otherwise specified, the information provided in this report is from the 2015/16 school year.

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 540 students were enrolled in grades (transitional) kindergarten through six during the 2015/16 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. Language Arts is a schoolwide focus with emphasis on communication, collaboration, critical thinking, creativity, and academic language receiving special attention. Students in grades K-5 used the Houghton Mifflin reading program for language arts instruction, while our 6th grade participated in the Prentice Hall Reading Programs as well as a focus on non-fictional text integrated with Social Studies and/or Science. English language development for second language learners were provided utilizing the Avenues program and English at Your Command Program, English-only students participated in enrichment for Language Arts while English Learners participated in English Language Development.

Cambridge is also home to a large technological base including a computer lab, over 100 iPads, including those used by our two iTeach-trained teachers, and one to one HP Stream notebook computers in grades from grades second 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. Our overarching focus in mathematics is on math facts and their application to problem solving.

Cambridge Mission:

Mission:

Cambridge Elementary School is dedicated to providing 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.

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 2015-16)

Grade Level	Number of Students
Kindergarten	94
Grade 1	69
Grade 2	74
Grade 3	75
Grade 4	65
Grade 5	73
Grade 6	67
Total Enrollment	517

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	0
Asian	0.2
Filipino	0.4
Hispanic or Latino	84.5
Native Hawaiian or Pacific Islander	0
White	12.6
Two or More Races	1.4
Socioeconomically Disadvantaged	79.9
English Learners	54.9
Students with Disabilities	14.5
Foster Youth	0.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	22	22	22	1279
Without Full Credential	0	0	1	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	4

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	100.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: October 13, 2016

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. 13-16-17 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 October 13, 2016.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin R/LA Program adopted in 2009 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. Prentice Hall, Timeless Voices, Timeless Themes Adopted in 2003 (Grade 6) selected from the 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%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	Pearson/Scott Foresman Science Program adopted in 2008 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%
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%
Foreign Language	N/A		N/A
Health	Too Good For Drugs Program was adopted in 2008 for Grades 3-6, and adopted for grades 1-2 in 2009. 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 to all students.	Yes	0%
Visual and Performing Arts	N/A		N/A
Science Laboratory Equipment (grades 9-12)	N/A		N/A

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 Custodian and Principal hold monthly inspections and report needed repairs.

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.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 7/12/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	20 Bldg: 4: Worn and torn carpets in several rooms 30 Bldg: 4: Worn and torn carpets in several rooms 40 Bldg: 4: Worn and torn carpets in several rooms 50 Bldg: 4: Worn and torn carpets in several rooms Rooms 11 to 14, K5: 4: Worn and torn carpets in
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 7/12/2016				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	22	34	50	53	44	48
Mathematics	13	20	38	40	34	36

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.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	78	74	94.9	39.2
	4	68	68	100.0	23.5
	5	78	76	97.4	42.1
	6	67	67	100.0	28.4
Male	3	44	42	95.5	28.6
	4	38	38	100.0	21.1
	5	34	33	97.1	33.3
	6	32	32	100.0	25.0
Female	3	34	32	94.1	53.1
	4	30	30	100.0	26.7
	5	44	43	97.7	48.8
	6	35	35	100.0	31.4
Black or African American	3	--	--	--	--
	4	--	--	--	--
	6	--	--	--	--
Filipino	3	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Hispanic or Latino	3	67	67	100.0	35.8
	4	62	62	100.0	19.4
	5	63	62	98.4	37.1
	6	54	54	100.0	22.2
White	3	--	--	--	--
	4	--	--	--	--
	5	12	11	91.7	63.6
	6	11	11	100.0	45.5
Two or More Races	4	--	--	--	--
	5	--	--	--	--
Socioeconomically Disadvantaged	3	62	62	100.0	35.5
	4	56	56	100.0	17.9
	5	58	58	100.0	39.7
	6	50	50	100.0	24.0
English Learners	3	41	41	100.0	21.9
	4	41	41	100.0	7.3
	5	23	22	95.7	4.5
	6	20	20	100.0	
Students with Disabilities	3	12	12	100.0	
	4	15	15	100.0	6.7
	5	15	15	100.0	13.3
	6	11	11	100.0	9.1
Students Receiving Migrant Education Services	3	--	--	--	--
	4	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	78	74	94.9	39.2
	4	68	68	100.0	10.3
	5	78	76	97.4	11.8
	6	67	67	100.0	19.4
Male	3	44	42	95.5	35.7
	4	38	38	100.0	10.5
	5	34	33	97.1	9.1
	6	32	32	100.0	12.5
Female	3	34	32	94.1	43.8
	4	30	30	100.0	10.0
	5	44	43	97.7	13.9
	6	35	35	100.0	25.7
Black or African American	3	--	--	--	--
	4	--	--	--	--
	6	--	--	--	--
Filipino	3	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Hispanic or Latino	3	67	67	100.0	37.3
	4	62	62	100.0	8.1
	5	63	62	98.4	11.3
	6	54	54	100.0	13.0
White	3	--	--	--	--
	4	--	--	--	--
	5	12	11	91.7	18.2
	6	11	11	100.0	36.4
Two or More Races	4	--	--	--	--
	5	--	--	--	--
Socioeconomically Disadvantaged	3	62	62	100.0	37.1
	4	56	56	100.0	8.9
	5	58	58	100.0	10.3
	6	50	50	100.0	14.0
English Learners	3	41	41	100.0	19.5
	4	41	41	100.0	4.9
	5	23	22	95.7	
	6	20	20	100.0	

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Students with Disabilities	3	12	12	100.0	
	4	15	15	100.0	
	5	15	15	100.0	
	6	11	11	100.0	9.1
Students Receiving Migrant Education Services	3	--	--	--	--
	4	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	45	41	34	73	68	64	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

**CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)**

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	78	74	94.9	33.8
Male	34	32	94.1	46.9
Female	44	42	95.5	23.8
Hispanic or Latino	63	60	95.2	28.3
White	12	11	91.7	54.6
Socioeconomically Disadvantaged	58	56	96.6	32.1
English Learners	23	21	91.3	28.6
Students with Disabilities	15	13	86.7	84.6

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The “Proficient or Advanced” is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown 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.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	23.7	23.7	5.3

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.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2016-17)

Cambridge partners with many community resources which support our students and school programs. The PTA also provides enrichment opportunities. Through fundraising and volunteer efforts, the PTA has augmented the instructional program with study trips, Red Ribbon Week activities, assemblies, and scholarships for sixth grade Outdoor Science School, as well as economic support to purchase needed supplementary supplies. A school carnival is also held and Cambridge also has Science Night, Math Night, Morning Mile, Read Across America Day celebration, and many other events throughout the year. Cambridge also has parents who volunteer in classrooms and serve on the School Site Council and English Learner Advisory Committee. The recruitment of parents to support our students and school program is on-going. The staff has coordinated several family involvement events including family Math, Reading and Science Nights and Technology Training Nights. Cambridge also has parent trainings including the PTA-sponsored School Smarts Parent Program, as well as English classes presented in cooperation with Santiago College for English learner parents in the 2016-2017 school year.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	2.2	1.6	0.9	3.6	2.8	3.1	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

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. Our Safe School Plan was reviewed and approved in February of 2016.

A safe school environment is a priority at Cambridge Elementary School. A comprehensive disaster plan is in place. Fire/disaster drills are conducted regularly. All schools in the district are linked to an emergency radio contact system. District radio drills are routinely conducted. An emergency evacuation plan is in place and all staff are assigned to specific teams with specific responsibilities for response during an emergency.

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 Crusader Bucks 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. A school-wide philosophy of taking care of "all" children will be in effect.

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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2009-2010
Year in Program Improvement*	Year 4	Year 3
Number of Schools Currently in Program Improvement	N/A	11
Percent of Schools Currently in Program Improvement	N/A	73.3

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14			2014-15			2015-16					
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	30		3		30		2	1	30		2	1
1	35			2	30		2		30		2	
2	33		1	1	30		2		30		2	
3	26	1	2		24	1	3		24	1	3	
4	33		1	1	27		2		27		2	
5	32		2		28		2		28		2	
6	29	1		2	28	1	1	2	28	1	1	2

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

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0.4	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	0.6	N/A
Social Worker	0	N/A
Nurse	0.4	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	1	N/A
Other	1	N/A

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

*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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	4295.84	400.65	3895.2	57302.09
District	N/A	N/A	\$3,840	\$78,819
Percent Difference: School Site and District	N/A	N/A	5.2	-18.8
State	N/A	N/A	\$5,677	\$75,837
Percent Difference: School Site and State	N/A	N/A	-24.5	-17.9

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

Types of Services Funded (Fiscal Year 2015-16)

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 Avenues, Benchmark, Hands on English, and Vocabulary Basics. The Read 180 intervention program is also used for English Learners in grades 4 through 6 that are struggling in Language Arts. A full-time Community Assistant provides English Language support to parents and families. Before- and after-school interventions, as well as a summer reading program 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 to curriculum is purchased through Title 1 funds and LCFF funds. The PTA also provides funding for enrichment assemblies and programs.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,270	\$45,092
Mid-Range Teacher Salary	\$74,538	\$71,627
Highest Teacher Salary	\$100,322	\$93,288
Average Principal Salary (Elementary)	\$122,017	\$115,631
Average Principal Salary (Middle)	\$123,406	\$120,915
Average Principal Salary (High)	\$143,744	\$132,029
Superintendent Salary	\$240,000	\$249,537
Percent of Budget for Teacher Salaries	39%	37%
Percent of Budget for Administrative Salaries	5%	5%

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

Professional Development (Most Recent Three Years)

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 4 C's: Collaboration, Communication, Critical Thinking, and Creativity. 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. Student growth and achievement are paramount! Teachers attend conferences and workshops outside the district as a means of obtaining information about current trends, focusing on the Common Core and the 4 C's for the 2015-2016 school year. In addition to the above-mentioned opportunities, staff development opportunities are provided through BTSA (Beginning Teacher Support and Assessment) for new teachers, support from our instructional specialist, principal, and peer leaders based on data from walk-throughs both by principal and teachers in collaboration. 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, teachers, and all other stakeholders as well to describe their needs for our school beyond just professional development to ensure all areas of instruction and needs are covered. 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).