

Cambridge Elementary School

2011-2012 School Accountability Report Card



100 Cambridge Drive

Vacaville, CA 95687

707-446-9494

Susan Nader,
Principal

**Travis Unified
School District**

Kate Wren Gavlak,
Superintendent

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Student Board Member

Principal's Message

Welcome to Cambridge Elementary School, home of the Cougars! As you walk through the doors of Cambridge Elementary, you will feel the warmth and welcome of a school that supports all students and welcomes all families. Cambridge Elementary is one of five high performing elementary schools in Travis Unified School District. At Cambridge, we are committed to high student achievement supported by a variety of programs and services. A key idea in our approach to student achievement is to carefully consider and address individual student needs. We believe all students can learn and that it is our collective responsibility to ensure that they all learn at high levels. Teachers, administrators, office staff, aides, parents, and volunteers are all involved in providing the best educational environment for all students. Our PTA is an especially important part of our educational program with a strong membership, many great activities and events are scheduled throughout the school year. All PTA events are very well attended and are meant to bring families and staff together to support academic achievement, as well as the social and emotional development of all students. Cambridge's Spanish Immersion Program is a "school within a school" delivers standards-based instruction through the Spanish language to students in kindergarten through sixth grade.

Come visit us to observe our wonderful school community at Cambridge. We are proud of our school and it shows in our COUGAR PRIDE.

School Mission Statement

Cambridge Elementary School is committed to a positive learning environment that fosters....

- Academic excellence for all students
- Respect for self and others
- Safe and responsible behavior

...creating students who have skills, knowledge, values and the ability to reach their full potential.

Community & School Profile

Cambridge Elementary School is located in Vacaville, situated midway between San Francisco and Sacramento in northern Solano County. The City of Vacaville, incorporated in 1892 and currently comprising just under 27 square miles, has a beautiful setting bordered by rolling hillsides, fruit orchards and fertile farmland. A diverse population of 100,000 residents call Vacaville home, and have helped to transform the community from a small agricultural town into a thriving and progressive city. While the city has experienced rapid growth, Vacaville remains a "small town at heart," whose residents pride themselves on the high level of community involvement.

Cambridge Elementary School is one of five elementary schools in Travis Unified School District, which also includes one middle school, one high school, a community day school, and an education center. During the 2011-12 school year, Cambridge Elementary School had 589 students enrolled in grades kindergarten through six. The table illustrates student demographics.

Student Enrollment by Ethnic Group

2011-12

	Percentage
African American	12.1%
American Indian	0.3%
Asian	3.6%
Filipino	9.0%
Hispanic or Latino	27.8%
Pacific Islander	0.7%
White	41.8%
Two or More	4.4%
None Reported	0.3%

Discipline & Climate for Learning

Students at Cambridge Elementary School are guided by explicit rules and classroom expectations that promote respect, responsibility and safety. The school's discipline philosophy promotes a safe school, a warm, friendly classroom environment, and demonstrates that consistent discipline is a solid foundation on which to build an effective school. The school/parent/student make a compact using BEST discipline practices. The program also enables students who exhibit positive behavior to participate in a number of monthly or quarterly fun activities. Parents and students are informed about discipline policies at the beginning of each school year through the student handbook.

The suspensions and expulsions table illustrates total cases for all grade levels as well as a percentage of total enrollment (number of suspensions divided by total enrollment). Suspensions are expressed in terms of total infractions, not total number of students, as some students may have been suspended on several occasions. Expulsions occur only when required by law or when all other alternatives are exhausted.

Suspensions & Expulsions						
	School			District		
	09-10	10-11	11-12	09-10	10-11	11-12
Suspensions	7	17	35	405	568	478
Suspension Rate	1.3%	2.9%	5.9%	7.9%	10.6%	8.9%
Expulsions	0	0	0	8	0	0
Expulsion Rate	0.0%	0.0%	0.0%	0.2%	0.0%	0.0%

Extracurricular Activities

Students are encouraged to participate in the school's additional academic and extracurricular activities that are an integral part of the educational program. These schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular activities and programs include:

- Mileage Club
- Sixth Grade Science Camp
- Field Trips
- Band
- Ballet/Folklorico Dancing
- Spanish Culture Club

Student Recognition

Certificates, ribbons, prizes, and various other awards are given to students at assemblies and special presentations throughout the school year. Programs promoting a positive learning environment include:

- Citizenship + Effort Awards
- Awards for Being Safe, Respectful, and Responsible
- Attendance
- Cougar Cash - students receive school money for good behavior to spend at the student store.
- Honor Roll for 4th-6th grades
- Popsicles with the Principal
- BEST Coupons

Homework

Cambridge Elementary School believes homework is a fundamental part of the learning process which helps to develop basic academic and study skills as well as promote student responsibility and self-discipline. Homework is assigned to students on an individual basis by their teachers. Nightly homework will never be new work to be learned, but will be reinforcement of work presented in the classroom. Students are expected to complete their homework assignments in a timely manner and to the best of their ability. Parents are encouraged to provide a supportive environment for homework activities and to be responsible for reviewing homework assignments with their child.

School Enrollment & Attendance

School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, attendance is critical to academic achievement and regular daily attendance is a priority at Cambridge Elementary School. Student attendance is carefully monitored to identify those students exhibiting excessive absences.

Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities, including proper notification of why and when students are absent. Verification of student absences is completed through an automated phone call on a daily basis.

Truancy letters are sent to parents after three unexcused absences. Students with excessive absences are referred to the School Attendance and Review Board (SARB).

This table illustrates the enrollment trend by grade level for the past three school years.

Enrollment Trend by Grade Level

	2009-10	2010-11	2011-12
K	67	92	86
1st	79	80	92
2nd	73	88	81
3rd	85	64	86
4th	78	98	62
5th	75	81	104
6th	78	91	78

Class Size

The table indicates the average class size by grade level, as well as the number of classes offered in reference to their enrollment.

Class Size Distribution

Average Class Size				Classrooms Containing:											
				1-20 Students			21-32 Students			33+ Students					
				10	11	12	10	11	12	10	11	12			
By Grade Level															
K	24	26	29	-	-	-	3	4	3	-	-	-			
1	24	26	27	-	-	-	2	3	3	-	-	-			
2	25	27	26	-	-	1	2	3	3	-	-	-			
3	26	27	27	-	-	-	2	2	3	-	-	-			
4	35	29	28	-	-	-	-	2	2	1	1	-			
5	33	30	29	-	-	-	-	2	4	1	-	-			
6	34	34	34	-	-	-	-	-	-	2	2	2			
K-3	25	-	-	-	-	-	3	-	-	-	-	-			
4-8	32	-	-	-	-	-	2	-	-	1	-	-			

School Facilities & Safety

Cambridge Elementary School campus was originally built in 1982 and contains 28 classrooms, one library, a gym/multipurpose room, one staff room, two computer labs, a school garden, and two playgrounds. In the spring of 2012, new iron rod fencing was installed around the whole school. At the time of publication (December 2012) 100% of restrooms were in good working order.

The safety of students and staff is a primary concern of Cambridge Elementary School. The School Site Safety plan is evaluated and revised annually in the spring by the principal and members of the School Site Council & Safety Committee; the revisions are then shared with the entire staff. Included within the School Site Safety Plan is a disaster preparedness plan which lays out steps that are to be taken to ensure student and staff safety during a disaster. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Fire and disaster drills are conducted on a regular basis throughout the school year. Students are supervised before and after school and during recess by teachers. During lunch, six noon duty supervisors monitor students. All visitors to the school must sign in first at the school office and receive a visitor's badge.

Cleaning Process

The principal works daily with the custodial staff of two to ensure that the cleaning of the school is maintained to provide for a clean and safe school.

The Supervisor of Maintenance and Operations coordinates in-service training for the custodial staff. Currently the district has no specific policy on cleaning requirements and has adopted the CASBO Custodial Handbook and applied the cleaning standards and care of equipment for this purpose.

Maintenance and Repair

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. Facilities Master Plan Policy (BP7110) and the Environmental Safety Policy (BP 3514) guide the maintenance and repair protocols for the district.

The table shows the results of the most recent school facilities inspection (as of December 2012). While reviewing this report, please note that even minor discrepancies are reported in the inspection process. There are no major deficiencies at this site. The items noted in the table have been corrected or are in the process of remediation.

School Facility Conditions				
Date of Last Inspection: 09/18/2012				
Overall Summary of School Facility Conditions: Fair				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			E1 - HVAC does not work.
Interior			X	E1- Ceiling tiles stained and need repair, wall cracks in light area, stained carpets; PTA Room & Copy Room - Repair chipped ceiling tiles; Library- Repair carpet-tape area in need of repair, repair IT outlet; A5- properly affix cable out to wall, repair or replace sclock/speaker; A Center-Repair ceiling tiles and wall paper; B Lab, K2, B1, B2, B4, B5, C3, D6, D5, D3, & MPR- Repair ceiling tiles; K2, B2, C3, D6, D1- Stained carpet; K2, C2, D3- Repair wallpaper; K2, C2, C1- Light diffuser cover missing; K1- Loose ceiling tile; B2- Door needs painting; Workroom B, D1- Stained ceiling tiles; Workroom B, C1, C6, C5, C8, Staff Room- Repair carpet; Workroom B- Hole in ceiling; B4- Repair wall; C1- Paint wall outside, steps need resurfacing paint; C3- Remove rust from steps; C6- missing clock; C5- Repair steps; D4- Repair hole in wall near door, fix loose slats in wooden ramp, replace outside paneling; D2- Repair speaker; D1- Refinish cabinets; MPR- Repair cracks in wall near ceiling; Kitchen- Paint ceiling.
Cleanliness (Overall Cleanliness, Pest/ Vermin Infestation)	X			
Electrical	X			E2- Broken Outlet; C8-Loose electrical outlet; D8- Repair electrical outlet.
Restrooms/Fountains		X		K Boys Restroom- Door needs painting; Girls Restroom B- Replace light cover, fill hole in sink; Boys Restroom B- Holes in tile; Boys/Girls Restrooms C- Replace screens in bathroom doors; Girl's restroom needs toilet seat. A3- Adjust water faucet; A Center, A1- Repair leaking faucet; K1- Faucet corrosion; B4- Adjust drinking fountain; Outside B Wing- Repair water faucet; D1- Adjust water faucet pressure; MPR - Replace outside drinking fountain; Staff Room- Repair sink spray nozzle.
Safety (Fire Safety, Hazardous Materials)	X			D5- Mount fire extinguisher.
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			C6- Repair rust damage on ramp; C5- Replace outside vent; C7- Repair uneven pavement and drainage around garden area; D3- repair metal trim on steps and make them anti-skid; D1- Repair loose outside vent, repair outside step. B5- Window scratched; MPR- Repair gap on door.

Counseling & Support Staff (School Year 2011-12)

The staff at Cambridge Elementary School strives to assist students in their social and personal development as well as academics. The school provides special attention to students who experience achievement problems. Qualified personnel provide counseling and support services to students on an as-needed basis. Project Support provided through a grant offers counseling. Support staff are devoted to helping students deal with problems and assisting them to reach positive goals. The table illustrates the services offered at Cambridge Elementary School.

The Resource Specialist Program (RSP) teachers and aides assist students with special needs in small groups or on a one-on-one basis. Cambridge Elementary School has a Special Day Class for students who need special assistance.

English Language Learner (ELL) students are offered Structured English and Language Immersion programs and English Language Development classes.

Cambridge Elementary School offers a Gifted and Talented Education (GATE) program to students who qualify. GATE students receive differentiated instruction in class.

Curriculum Development

All curriculum development at Cambridge Elementary School revolves around the California State Content Standards and Frameworks. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels. The writing and implementation of Cambridge Elementary School's curriculum is an ongoing process. The school's curriculum guides are updated regularly to align with the state standards, district goals, and the statewide assessment program.

Counseling & Support Services Staff

	Number of Staff	Full Time Equivalent
Health Care Specialist	1	1.0
Library Media Technician	1	1.0
Psychologist	1	0.6
Resource Specialist	2	1.5
SDC Aide	3	3.0
Special Day Class (SDC) Teacher	1	1.0
Speech and Language Specialist	1	1.0

Academic Performance Index (API)

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to achieve.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

The first table displays the school's API ranks and actual API point changes by student group for the past three years. The second table displays, by student group, the most recent Growth API at the school, district, and state level.

API School Results			
	2009	2010	2011
Statewide	5	5	4
Similar Schools	2	2	1
Group	09-10	10-11	11-12
All Students at the School			
Actual API Change	1	-10	17
Hispanic or Latino			
Actual API Change	26	-34	29
White			
Actual API Change	7	-14	16
Socioeconomically Disadvantaged			
Actual API Change	-6	-10	8
Students with Disabilities			
Actual API Change	14	8	11

2012 Growth API Comparison						
	School		District		State	
	Number of Students	Growth Score	Number of Students	Growth Score	Number of Students	Growth Score
All Students at the School	384	801	3,905	834	4,664,264	788
Black or African American	53	754	565	793	313,201	710
Asian	16	854	218	872	404,670	905
Filipino	42	845	414	874	124,824	869
Hispanic or Latino	100	767	795	806	2,425,230	740
White	157	823	1,609	843	1,221,860	853
Two or More Races	11	764	230	860	88,428	849
Socioeconomically Disadvantaged	123	747	1,034	793	2,779,680	737
English Learners	39	742	167	732	1,530,297	716
Students with Disabilities	71	718	528	677	530,935	607

Physical Fitness (School Year 2011-12)

Cambridge Elementary School is required by the state to administer a physical fitness test to all students in grade five in the spring of each year. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives.

Percentage of Students in Healthy Fitness Zone			
2011-12			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	20.2%	17.2%	40.4%

**Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*

Adequate Yearly Progress (School Year 2011-12)

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for mathematics and English/Language Arts (ELA) by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The Federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in ELA and mathematics.
- Percent proficient on the state's standards-based assessments in ELA and mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the table.

Adequate Yearly Progress (AYP)				
	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Made AYP Overall	No		No	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	No	No	No	No
API School Results	Yes		Yes	
Graduation Rate	N/A		Yes	

California Standards Test (CST)

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards).

The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English/language arts, mathematics, social science, and science, for the most recent three-year period.

The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Data Sources

Data within the SARC was provided by Travis Unified School District, retrieved from the 2011-12 SARC template, located on Dataquest (<http://data1.cde.ca.gov/dataquest>), and/or Ed-Data website.

Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention. Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

California Standards Test (CST)									
Subject	School			District			State		
	2010	2011	2012	2010	2011	2012	2010	2011	2012
English/Language Arts	51	52	55	61	64	66	52	54	56
Mathematics	55	57	58	52	52	58	48	50	51
Science	49	52	65	66	68	71	54	57	60
History/Social Science	*	*	*	56	60	61	44	48	49

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
District	66	58	71	61
School	55	58	65	*
African American/ Black	44	49	*	*
American Indian	*	*	*	*
Asian	63	69	*	*
Filipino	68	62	*	*
Hispanic or Latino	50	50	48	*
Pacific Islander	*	*	*	*
White	60	65	74	*
Males	47	56	64	*
Females	63	60	66	*
Socioeconomically Disadvantaged	44	48	48	*
English Learners	26	40	*	*
Students with Disabilities	46	45	*	*
Migrant Education	*	*	*	*
Two or More Races	*	*	*	*

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Student Achievement & Testing

Various measures of student achievement are used as an ongoing part of the quality instructional program at Cambridge Elementary School. These measure students' actual progress as well as the effectiveness of the instructional program. Students are also given RESULTS and reading assessments, as well as teacher assessments.

Federal Intervention Program (School Year 2012-13)

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	In PI	Not in PI
First Year in PI	2011-2012	-
Year in PI (2012-13)	Year 2	-
# of Schools Currently in PI	-	4
% of Schools Identified for PI	-	40.0%

Library & Computer Resources

The school's library is staffed by a library technician who teaches students how to use the library and help them with their book selections. The library is stocked with thousands of books that are available for students to check out. There are six computers within the library that are connected to the Internet so students are able to access resources and information online to improve their research skills. All students visit the library on a weekly basis.

Computer skills and concepts are integrated throughout the standard curriculum to prepare students for technological growth and opportunities. Cambridge Elementary School has two computer labs: one for kindergarten through third grade and one for fourth through sixth grade. All portable classrooms have a minimum of two computers with Internet access. Clusters of classrooms in the same building combine their computers into a mini computer lab with 12-14 Internet ready computers. Students receive computer-assisted instruction on a regular schedule. Students receive training on the following software programs according to their grade level and abilities: Microsoft Word and Renaissance Learning Programs.

Additional Internet Access/Public Libraries

Students are encouraged to visit the numerous public libraries located in Solano County which contain numerous computer workstations for additional research materials and Internet availability. For more information please visit <http://www.solanolibrary.com>.

Instructional Materials (School Year 2012-13)

Travis Unified School District held a public hearing on October 9, 2012, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of *Williams vs. the State of California*. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information collected in October 2012 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
K-6	English Language Development	Hampton Brown	2004	Yes	0.0%
K-6	English/ Language Arts	SRA (Open Court)	2005	Yes	0.0%
K-6	Health	Harcourt School Publishers	2006	Yes	0.0%
K-6	Mathematics	Harcourt	2004	Yes	0.0%
K-6	Science	MacMillan/ McGraw Hill	2007	Yes	0.0%
1st-6th	Visual and Performing Arts	Pearson Scott Foresman	2008	Yes	0.0%

School Leadership

Primary leadership duties have been assumed by Principal Susan Nader since the beginning of the 2012-13 school year. Ms. Nader has over 21 years of educational experience.

Leadership at Cambridge Elementary School is a responsibility shared among administration, Cambridge Leadership Team, instructional staff, students, and parents. Staff members participate on the School Site Council, Special Activities Clubs, Language Immersion Group, and Parent Teacher Association (PTA). These teams make decisions regarding the priorities and direction of the educational plan and ensure instructional programs are consistent with students' needs and comply with district goals.

Teacher Assignment

Travis Unified School District recruits and employs only the most qualified credentialed teachers.

	Teacher Credential Status			
	School			District
	09-10	10-11	11-12	11-12
Fully Credentialed	26	27	24	236
Without Full Credentials	0	1	0	0
Working Outside Subject	0	0	0	0

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year.

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.

	Misassignments/Vacancies		
	10-11	11-12	12-13
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

Highly Qualified Teachers (School Year 2011-12)

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2006-07 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>. Note: High-poverty schools have student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools have student eligibility of approximately 25 percent or less.

	NCLB Compliant Teachers	
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	97.0%	3.0%
High-Poverty Schools in District	N/A	N/A
Low-Poverty Schools in District	94.7%	5.3%

Staff Development

Staff members are offered a variety of opportunities for professional development and improvement. Based on current governing board adopted goals, efforts to meet local, state and federal standards, as well as in supporting approved key site specific goals and priorities, available site and district funds are allocated to support staff development for district staff members. Since the 2009-10 school year, no full days were dedicated to professional development.

During the 2012-13 school year, Cambridge teachers are participating in the following trainings:

- Guided Language Acquisition Development
- Kagan Cooperative Learning
- Algebraic Thinking
- Common Core State Standards

Parent & Community Involvement

Parents play an important role at Cambridge Elementary School through active participation and involvement in the School Site Council and the Spanish Language Immersion Group. Parents are also welcome to volunteer in classrooms and at school activities.

Cambridge Elementary School also benefits from partnerships with local businesses and services, including the Latino Family Health Center, Vacaville Police Center, Latino Family Alcohol & Drug Prevention Center, Target, Macy's, Lucky's, Round Table Pizza, Vacaville Honda & Volkswagen, Walmart, Tuskegee Airmen, Officers' Spouses' Club, and Wells Fargo.

Teacher & Administrative Salaries (Fiscal Year 2010-11)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE web site, www.cde.ca.gov.

Average Salary Information Teachers - Principal - Superintendent 2010-11		
	District	State
Beginning Teachers	\$35,964	\$40,656
Mid-Range Teachers	\$67,004	\$64,181
Highest Teachers	\$75,250	\$82,486
Elementary School Principals	\$96,469	\$102,165
Middle School Principals	\$105,098	\$108,480
High School Principals	\$110,084	\$117,845
Superintendent	\$155,736	\$181,081
Salaries as a Percentage of Total Budget		
Teacher Salaries	44.1%	40.0%
Administrative Salaries	5.4%	5.8%

School Site Teacher Salaries (Fiscal Year 2010-11)

The table illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state.

Average Teacher Salaries	
School & District	
School	\$67,205
District	\$68,920
Percentage of Variation	-2.5%
School & State	
All Unified School Districts	\$66,336
Percentage of Variation	1.3%

District Revenue Sources (Fiscal Year 2011-12)

Travis Unified School District receives the following categorical, special education, and support programs in addition to general state funding:

- School Improvement Program (SIP)
- Peer Assistance and Review (PAR)
- 10th Grade Counseling
- Federal, Maintenance & Operations
- Home-to-School Transportation
- Special Education Transportation
- Tobacco Use Prevention Education (TUPE)
- Vocational Education, Handicapped Students
- Federal, Special Education, Entitlement per UDC
- Federal, Special Education, Discretionary Grants
- Federal, Vocational & Applied Technology Education Act
- Economic Impact Aid (EIA)
- Instructional Materials
- Federal, ECIA/ESEA/IASA
- Other Instructional Allowances
- Gifted and Talented Pupils

District Expenditures (Fiscal Year 2010-11)

The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$4,898
From Supplemental/Restricted Sources	\$934
From Basic/Unrestricted Sources	\$3,963
District	
From Basic/Unrestricted Sources	\$6,186
Percentage of Variation between School & District	-35.9%
State	
From Basic/Unrestricted Sources	\$5,455
Percentage of Variation between School & State	-27.4%

Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures, except for general guidelines, are not controlled by law or donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Contact Information

Parents who wish to participate in Cambridge Elementary School's leadership teams, school committees, school activities, or become a volunteer may contact the school at (707) 446-9494.