

Cambridge Elementary School

2021 School Accountability Report Card



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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).

California School Dashboard



The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2021-22 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	Dana Encheff
Email Address	dencheff@orangeusd.org
School Website	https://www.orangeusd.org/cambridge-elementary-school
County-District-School (CDS) Code	30-66621-6029755

2021-22 District Contact Information

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

2021-22 School Overview

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

2021-22 School Overview

School is one of 27 elementary schools in the Orange Unified School District. Approximately 464 students are enrolled in grades (transitional) kindergarten through six during the 2021/22 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 CASEL Framework's Social Emotional Learning Curriculum with the Mental Health Counselor. Students in grades K-6 use the Wonders reading program for core instruction in Language Arts instruction and English Language Development, the Envision Program for core instruction in Math, the TCI program for Social Studies, and Amplify for Science instruction.

Cambridge also provides enrichment opportunities that include, Art Masters, Visual and Performing Arts, Sports for Learning PE, STEAM Lessons in our STEAM Lab, Robotics and Coding clubs after school, Campfires After School Enrichment, and after school tutoring.

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.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	89
Grade 1	59
Grade 2	59
Grade 3	55
Grade 4	78
Grade 5	62
Grade 6	65
Total Enrollment	467

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.8
Male	51.2
American Indian or Alaska Native	0.2
Asian	1.1
Black or African American	0.4
Filipino	1.1
Hispanic or Latino	86.5
Two or More Races	0.6
White	9.4
English Learners	50.3
Foster Youth	0.6
Homeless	1.7
Socioeconomically Disadvantaged	79
Students with Disabilities	16.9

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	
Unknown	
Total Teaching Positions	

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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. 15-21-22 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 30, 2021.

Year and month in which the data were collected

September 2021

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 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%
History-Social Science	TCI (Teacher's Curriculum Institute) California Social Studies Alive (grades K-5) and TCI California History Alive (Grade 6) was adopted in 2021 and 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%
Visual and Performing Arts	VAPA is offered to students at no cost. This includes instrument rental and workbooks.	Yes	0%

School Facility Conditions and Planned Improvements

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. We also have a contracted custodian to help our team with COVID-19 related cleaning, disinfecting, and maintenance. 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 and any other items identified for repair on the FIT report. The Custodian and Principal hold monthly inspections and report needed repairs.

Year and month of the most recent FIT report

9/24/2021
10/5/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	FALS E TRUE	FALS E TRU E		22:00 43: 4: Sink cabinet finish damaged 7: Extension cord daisy chained to surge suppressor 15: Window caulking damaged 51: 4: Cabinet finish damaged 52: 4: Cabinet finish damaged 7: Surge suppressors daisy chained together 15: Window caulking damaged Boy's Restroom 30 Wing: 4: Wall tile damaged, covered with plywood; mirror backing is deteriorating Boy's Restroom 50 Wing: 4: Wall damaged, covered with plywood; mirrors etched with graffiti Custodian Room 40 Wing:
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	FALS E TRUE	FALS E TRU E		21: 7: Extension cord into surge suppressor 15: Window caulking damaged 24: 7; Surge suppressors daisy chained together 15: Window caulking damaged 43: 4: Sink cabinet finish damaged 7: Extension cord daisy chained to surge suppressor 15: Window caulking damaged 52: 4: Cabinet finish damaged 7: Surge suppressors daisy chained together 15: Window caulking damaged

School Facility Conditions and Planned Improvements

				<p>K1: 7: Extension cord daisy chained into surge suppressor</p> <p>Main area: 2 missing light covers 16 Lights out</p> <p>Staff Lounge: 7: Outlet missing cover by refrigerator</p> <p>T-4: 7: Frayed extension cord daisy chained to surge suppressor</p>
<p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p>	X			
<p>Safety: Fire Safety, Hazardous Materials</p>	FALS E TRUE		FALS E TRU E	<p>31: 10: Plug-in air freshener 15: Window caulking damaged</p> <p>Kinder 1: Spray can under sink</p> <p>Room 207: Plug in air freshener</p> <p>Room 304: 1 light out & Missing cover Spray can under sink</p>
<p>Structural: Structural Damage, Roofs</p>	X			<p>41: 13: Gutters filled with debris 15: Window caulking damaged</p> <p>42: 13: Gutters filled with debris 15: Window caulking damaged</p> <p>53: 13: Gutters filled with debris 15: Window caulking damaged</p> <p>Administration: 13: Gutters filled with debris</p> <p>Daycare Portable T-5: 12: North side T1 -11 is damaged 15: Windows etched with graffiti</p>
<p>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</p>	FALS E TRUE	FALS E TRU E		<p>21: 7: Extension cord into surge suppressor 15: Window caulking damaged</p> <p>23: 15: Window caulking damaged</p> <p>24: 7; Surge suppressors daisy chained together</p> <p>15: Window caulking damaged</p> <p>31: 10: Plug-in air freshener 15: Window caulking damaged</p> <p>41: 13: Gutters filled with debris 15: Window caulking damaged</p> <p>42: 13: Gutters filled with debris 15: Window caulking damaged</p> <p>43: 4: Sink cabinet finish damaged 7: Extension cord daisy chained to surge suppressor 15: Window caulking damaged</p> <p>44: 15: Window caulking damaged</p> <p>52: 4: Cabinet finish damaged 7: Surge suppressors daisy chained together 15: Window caulking damaged</p>

School Facility Conditions and Planned Improvements

			<p>53: 13: Gutters filled with debris 15: Window caulking damaged</p> <p>54: 15: Window caulking damaged</p> <p>63 Library: 15: Northwest door drags on jamb</p> <p>Daycare Portable T-5: 12: North side T1 -11 is damaged 15: Windows etched with graffiti</p> <p>Kitchen: 15: Exterior of serving window has chipped paint and splintered wood</p>
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Overall Facility Rate

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	270	NT	NT	NT	NT
Female	132	NT	NT	NT	NT
Male	138	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	0	0	0	0	0
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	236	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	25	NT	NT	NT	NT
English Learners	132	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	12	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	214	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	53	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	270	NT	NT	NT	NT
Female	132	NT	NT	NT	NT
Male	138	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	0	0	0	0	0
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	236	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	25	NT	NT	NT	NT
English Learners	132	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	12	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	214	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	53	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

i-Ready Student Groups	i-Ready Total Enrollment	i-Ready Number Tested	i-Ready Percent Tested	i-Ready Percent Not Tested	i-Ready Percent At or Above Grade Level
All Students	269	269	100.00%	0.00%	14.13%
Female	132	132	100.00%	0.00%	15.91%
Male	137	137	100.00%	0.00%	12.41%
American Indian or Alaska Native	0	0	0.00%	0.00%	0.00%
Asian	2	2	100.00%	0.00%	50.00%

Black or African American	0	0	0.00%	0.00%	0.00%
Filipino	4	4	100.00%	0.00%	0.00%
Hispanic or Latino	235	235	100.00%	0.00%	13.19%
Native Hawaiian or Pacific Islander	0	0	0.00%	0.00%	0.00%
Two or More Races	3	3	100.00%	0.00%	0.00%
White	25	25	100.00%	0.00%	24.00%
English Learners	131	131	100.00%	0.00%	4.58%
Foster Youth	3	3	100.00%	0.00%	0.00%
Homeless	6	6	100.00%	0.00%	0.00%
Socioeconomically Disadvantaged	209	209	100.00%	0.00%	13.40%
Students with Disabilities	54	54	100.00%	0.00%	3.70%

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

i-Ready Student Groups	i-Ready Total Enrollment	i-Ready Number Tested	i-Ready Percent Tested	i-Ready Percent Not Tested	i-Ready Percent At or Above Grade Level
All Students	269	269	100.00%	0.00%	7.81%
Female	132	132	100.00%	0.00%	8.33%
Male	137	137	100.00%	0.00%	7.30%
American Indian or Alaska Native	0	0	0.00%	0.00%	0.00%
Asian	2	2	100.00%	0.00%	50.00%
Black or African American	0	0	0.00%	0.00%	0.00%
Filipino	4	4	100.00%	0.00%	0.00%
Hispanic or Latino	235	235	100.00%	0.00%	7.23%
Native Hawaiian or Pacific Islander	0	0	0.00%	0.00%	0.00%
Two or More Races	3	3	100.00%	0.00%	0.00%
White	25	25	100.00%	0.00%	12.00%
English Learners	131	131	100.00%	0.00%	2.29%
Foster Youth	3	3	100.00%	0.00%	0.00%
Homeless	6	6	100.00%	0.00%	0.00%
Socioeconomically Disadvantaged	209	209	100.00%	0.00%	6.70%
Students with Disabilities	54	54	100.00%	0.00%	0.00%

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	34.95	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	60	NT	NT	NT	NT
Female	35	NT	NT	NT	NT
Male	25	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	0	0	0	0	0
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	50	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	25	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	48	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	12	NT	NT	NT	NT

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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 regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

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 PTO also plans fun family events throughout the school year. Through fundraising and volunteer efforts, the PTO enhances 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.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	512	501	64	12.8
Female	245	241	27	11.2
Male	267	260	37	14.2
American Indian or Alaska Native	2	2	0	0.0
Asian	5	5	0	0.0
Black or African American	3	3	1	33.3
Filipino	5	5	0	0.0
Hispanic or Latino	442	433	57	13.2
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	4	4	1	25.0
White	47	45	5	11.1
English Learners	264	258	26	10.1
Foster Youth	5	5	0	0.0
Homeless	15	15	6	40.0
Socioeconomically Disadvantaged	405	398	50	12.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	97	91	15	16.5

C. Engagement

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

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	0.19	0.00	2.56	0.19	3.47	0.20
Expulsions	0.00	0.00	0.01	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.17	2.03	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

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, and many of our teachers use Class Dojo to communicate regularly with our parents.

D. Other SARC Information

Information Required in the SARC

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

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	27		3	
1	30		2	
2	27		3	
3	31		2	
4	30		2	
5	36			2
6	27	1	2	

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23	1	4	
1	28		2	
2	26		2	
3	24		3	
4	20	1	2	
5	20	3	2	
6	26	3		2
Other	14	3		

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	1	3	
1	26		2	
2	27		2	
3	30		1	
4	31		2	
5	24	2	4	
6	24	1	5	
Other	18	3	1	

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	1
Social Worker	0
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$5039.83	\$276.70	\$4763.14	\$54055.13
District	N/A	N/A	\$6616.90	\$87,379
Percent Difference - School Site and District	N/A	N/A	-32.6	-47.1
State			\$8,444	\$84,665
Percent Difference - School Site and State	N/A	N/A	-55.7	-44.1

2020-21 Types of Services Funded

English Language Learners receive daily English Language Development during a designated block of time and during integrated instructional 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, Listenwise, and other GLAD strategies. 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 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, including iReady differentiated lessons/personalized instruction, small group reading circles, Soliday reading, Scholastic News readers, Newsela, and Read Naturally
- * 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.
- * 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, General Ed Instructional Assistants, 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).
- * Increased extra-curricular and enrichment opportunities, including Lunch Clubs, Robotics, Lego STEAM Lab, and Cubs Cave (a multi-purpose space with flex seating for intervention groups, social circles, leadership meetings, etc.)

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$53,446	\$50,897
Mid-Range Teacher Salary	\$83,885	\$78,461
Highest Teacher Salary	\$109,082	\$104,322
Average Principal Salary (Elementary)	\$130,156	\$131,863
Average Principal Salary (Middle)	\$137,808	\$137,086
Average Principal Salary (High)	\$165,215	\$151,143
Superintendent Salary	\$256,476	\$297,037
Percent of Budget for Teacher Salaries	34%	32%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

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:

2021-2022: 4 full days/12 Individual prep sessions (1.5 hours)/45 GLC sessions (50-90 minutes)/8 site professional learning sessions (1.5 hours)

During our full day trainings, teachers can choose from a variety of sessions to attend that are facilitated by the district office and teachers. The individual prep days allow teachers opportunities to plan units, grade assessments, and prepare instruction. The GLC sessions are planned out for the year and follow a cycle of looking at data from a variety of assessments, including iReady, Class Dojo, Acadience, WFTBB, and CAST. The site professional learning sessions are a mixture of district sponsored PD and site PD that teachers selected with ILT at the beginning of the year.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	28	28	28

Orange Unified School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

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

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	11928	2026	16.99	83.01	54.10
Female	5816	1016	17.47	82.53	58.84
Male	6112	1010	16.52	83.48	49.36
American Indian or Alaska Native	20	7	--	65.00	--
Asian	1093	216	19.76	80.24	83.33
Black or African American	143	26	18.18	81.82	30.77
Filipino	186	44	23.66	76.34	70.45
Hispanic or Latino	7162	1097	15.32	84.68	43.09
Native Hawaiian or Pacific Islander	27	4	14.81	85.19	--
Two or More Races	509	75	14.73	85.27	65.33
White	2788	557	19.98	80.02	62.48
English Learners	2223	204	9.18	90.82	14.29
Foster Youth	73	12	16.44	83.56	41.67
Homeless	254	22	8.66	91.34	18.18
Military	28	5	17.86	82.14	--
Socioeconomically Disadvantaged	5836	872	14.94	85.06	41.66
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	1594	271	17.00	83.00	12.18

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	11928	2009	16.84	83.16	31.30
Female	5816	1000	17.19	82.81	30.99
Male	6112	1009	16.51	83.49	31.61
American Indian or Alaska Native	20	8	--	60.00	--
Asian	1093	214	19.58	80.42	71.03
Black or African American	143	26	18.18	81.82	15.38
Filipino	186	42	22.58	77.42	47.62
Hispanic or Latino	7162	1083	15.12	84.88	17.70
Native Hawaiian or Pacific Islander	27	4	14.81	85.19	--
Two or More Races	509	74	14.54	85.46	55.41
White	2788	558	20.01		38.67
English Learners	2223	202	9.09	90.91	3.54
Foster Youth	73	13	17.81	82.19	15.38
Homeless	254	24	9.45	90.55	0.00
Military	28	5	17.86	82.14	--
Socioeconomically Disadvantaged	5836	864	14.80	85.20	16.49
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	1594	268	16.81	83.19	5.97

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.