

Cambridge Elementary School

2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)



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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state’s high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 School Contact Information

School Name	Cambridge Elementary School
Street	100 Cambridge Drive
City, State, Zip	Vacaville, CA , 95687-6900
Phone Number	(707) 446-9494
Principal	Primal Dhillon
Email Address	pdhillon@travisusd.org
School Website	https://cambridge.travisusd.org/
Grade Span	K-6
County-District-School (CDS) Code	48-70565-6103154

2024-25 District Contact Information

District Name	Travis Unified School District
Phone Number	707-437-4604
Superintendent	Tiffany Benson
Email Address	tbenson@travisusd.org
District Website	www.travisusd.org

2024-25 School Description and Mission Statement

Cambridge Elementary School is located in Vacaville, between San Francisco and Sacramento in Solano County. The town was incorporated in 1892 and is comprised of 27 square miles with 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 Vacaville has experienced rapid growth, our community remains a “small town at heart,” whose residents pride themselves on a high level of community involvement.

Cambridge School is one of the five elementary schools in Travis Unified School District, which also includes one middle

2024-25 School Description and Mission Statement

school, one high school, a community day school, and a continuation school.

Our Pledge

We are committed to creating an inclusive school environment that pursues academic excellence and noble character development for each student. No Excuses!

Our One Goal

Every student, without exception and without excuse, will be proficient or advanced in language arts and math.

We as a school community we believe that the best way to fulfill our pledge and our goal is to create a Culture of Universal Achievement and school inclusivity through the implementation of the Ron Clark House System.

PLEASE NOTE: Updated school website location is <http://cambridge.travisusd.org/>

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	138
Grade 1	99
Grade 2	113
Grade 3	102
Grade 4	106
Grade 5	108
Grade 6	96
Total Enrollment	762

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.2
Male	50.8
American Indian or Alaska Native	0.3
Asian	5.4
Black or African American	7.9
Filipino	10
Hispanic or Latino	34.5
Native Hawaiian or Pacific Islander	0.5
Two or More Races	15.1
White	24.1
English Learners	3.3
Foster Youth	0.3
Homeless	0.7
Socioeconomically Disadvantaged	42.7
Students with Disabilities	17.6

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	29.30	88.02	224.80	88.90	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	3.00	1.19	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	1.90	0.79	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.00	2.99	9.60	3.80	12115.80	4.41
Unknown/Incomplete/NA	3.00	8.98	13.40	5.32	18854.30	6.86
Total Teaching Positions	33.30	100.00	252.80	100.00	274759.10	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	28.90	90.62	227.40	90.44	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	2.10	0.85	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.90	3.09	3.00	1.22	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.30	1.03	6.40	2.56	11953.10	4.28
Unknown/Incomplete/NA	1.60	5.19	12.30	4.91	15831.90	5.67
Total Teaching Positions	31.90	100.00	251.40	100.00	279044.80	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	32.10	91.47	227.80	90.70	231142.40	83.24
Intern Credential Holders Properly Assigned	0.00	0.00	1.80	0.74	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.00	5.68	3.60	1.44	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	4.40	1.76	11746.90	4.23
Unknown/Incomplete/NA	0.90	2.81	13.40	5.35	14303.80	5.15
Total Teaching Positions	35.10	100.00	251.20	100.00	277698.00	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.90	2
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	0.00	0.90	2

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	1.00	0.30	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	1.00	0.30	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Travis Unified School District held a public hearing on September 26, 2023 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.

Year and month in which the data were collected

January 2025

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Transitional Kindergarten - 5th Grade McGraw - Hill Education: Reading Wonders ©2017 Board Adopted 2016 6th Grade The College Board: Spring Board English Language Arts ©2017 Board Adopted 2016	Yes	0%
Mathematics	Kindergarten - 5th Grade: Houghton Mifflin Harcourt: Math in Focus ©2015 Board Adopted: 2014 6th Grade: McGraw-Hill: Glencoe California Math Courses 1, 2, 3; ©2015 CA Accelerated Math CA Algebra 1 Board Adopted: 2014	Yes	0%
Science	Transitional Kindergarten - 5th Grade TWIG Education: TWIG Science ©2020	Yes	0%

	Board Adopted 2019 6th Grade Amplify Education: Amplify Earth Science and Weather ©2020 Board Adopted 2019		
History-Social Science	Transitional Kindergarten - 5th Grade Studies Weekly: California Studies Weekly—Social Studies State Adopted: 2017 Harcourt School Publishers Board Adopted: 2006 6th Grade Pearson: Ancient History (CA): MyWorld Interactive Ancient Civilizations: © 2019 Board Adopted 2019	Yes	0%

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

School Facility Conditions and Planned Improvements

Cambridge Elementary School campus was originally built in 1982 and contains 36 classrooms, one library, a gym/multipurpose room, one staff room, a school garden, and two playgrounds. At the time of publication (January 2025) 100% of the restrooms were in good working order. Two of these restrooms were remodeled in the summer of 2015.

Year and month of the most recent FIT report

January, 2025

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	X			B Boys Restroom: 4: (D) Hole in wall by Urinal. Plate cover missing. (Work order created. Awaiting repair) B Work Room: 4: (D) Evidence of water damage (stained ceiling tiles) (Roof repair/seal planned for summer 2025) B01: 4: (D) Evidence of water damage (stained ceiling tiles) (Roof repair/seal planned for summer 2025) B02: 4: (D) Evidence of water damage (stained ceiling tiles) (Roof repair/seal planned for summer 2025) B04: 4: (D) Carpet is torn and lifting in some spots. (Deferred maintenance, awaiting contractor repair. Time TBD) D02: 4: (D) Carpet transition lifting by front door. (Deferred maintenance, awaiting contractor repair. Time TBD)
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			

School Facility Conditions and Planned Improvements

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			Upper Playground: 14: (D) Significant cracks, trip hazards, holes, and deterioration are found. (Deferred maintenance, awaiting contractor repair. Time TBD)

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).

College and Career Ready

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	47	47	48	47	46	47
Mathematics (grades 3-8 and 11)	36	39	36	34	34	35

2023-24 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.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	423	420	99.29	0.71	47.14
Female	200	199	99.50	0.50	48.24
Male	223	221	99.10	0.90	46.15
American Indian or Alaska Native	--	--	--	--	--
Asian	16	16	100.00	0.00	50.00
Black or African American	34	34	100.00	0.00	35.29
Filipino	40	40	100.00	0.00	62.50
Hispanic or Latino	146	144	98.63	1.37	38.89
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	73	73	100.00	0.00	52.05

White	111	110	99.10	0.90	53.64
English Learners	11	11	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	34	33	97.06	2.94	54.54
Socioeconomically Disadvantaged	191	189	98.95	1.05	36.51
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	79	78	98.73	1.27	14.10

2023-24 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.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	423	418	98.82	1.18	39.00
Female	200	199	99.50	0.50	36.18
Male	223	219	98.21	1.79	41.55
American Indian or Alaska Native	--	--	--	--	--
Asian	16	16	100.00	0.00	43.75
Black or African American	34	33	97.06	2.94	27.27
Filipino	40	40	100.00	0.00	65.00
Hispanic or Latino	146	144	98.63	1.37	31.94
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	73	73	100.00	0.00	32.88
White	111	109	98.20	1.80	46.79
English Learners	11	11	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	34	33	97.06	2.94	54.54

Socioeconomically Disadvantaged	191	187	97.91	2.09	28.88
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	79	78	98.73	1.27	11.54

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.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	38.04	34.29	36.19	33.41	30.29	30.73

2023-24 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. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	109	106	97.25	2.75	33.96
Female	57	56	98.25	1.75	35.71
Male	52	50	96.15	3.85	32.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	47	46	97.87	2.13	30.43
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	19	19	100.00	0.00	31.58
White	24	22	91.67	8.33	36.36
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	57	54	94.74	5.26	20.37
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	20	20	100.00	0.00	10.00

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.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100	97	99	99	100

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.

2024-25 Opportunities for Parental Involvement

We have a high level of parent engagement and involvement at Cambridge Elementary School. There are numerous opportunities for parents to participate in their student's education. Parents can volunteer in the classrooms, as Watch Dogs, House System Parents, at recess, on field trips, at special events or with the PTA. They can also participate on our School Site Council assisting in the budget, School Site Plan and Safety Plan. Parents of English Language Learners have the opportunity to participate on the English Language Learner Advisory Committee or on the district level committee. The Superintendent's Advisory Committee includes parent representatives from Cambridge. Our school also benefits from partnerships with local businesses and services, including The Officers' Wives Club, Chipotle, Round Table Pizza, Firehouse Subs, Vacaville Police Center, Target, Walmart, The Vacaville Fire and Police Departments and The Tuskegee Airmen.

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 or go to the Travis USD website .

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	806	794	124	15.6
Female	398	391	54	13.8
Male	408	403	70	17.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	42	41	5	12.2
Black or African American	66	63	16	25.4
Filipino	79	79	6	7.6
Hispanic or Latino	282	281	62	22.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	118	116	14	12.1
White	191	188	18	9.6
English Learners	41	40	11	27.5
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	357	354	87	24.6
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	155	153	37	24.2

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
2.83	1.91	2.48	2.41	3.95	3.77	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0.05	0	0.04	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.48	0.00
Female	2.26	0.00
Male	2.70	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	6.06	0.00
Filipino	1.27	0.00
Hispanic or Latino	2.84	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	3.39	0.00
White	1.57	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	4.48	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.58	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

The safety of everyone at Cambridge is one of our highest priorities. The School Site Safety plan is evaluated and revised annually each spring by the Administrators, members of the School Site Council, and Cambridge PTA.

2024-25 School Safety Plan

Each year the revisions are shared and reviewed with the entire staff. The School Site Safety Plan is a disaster preparedness plan which lays out steps that are taken to ensure student and staff safety during an emergency. Cambridge 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.

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.

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	17	2	5	
1	18	1	4	
2	20	1	4	
3	21	1	4	
4	17	3	2	
5	20	2	1	
6	21	1	3	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	18	7	11	
1	21	3	12	
2	20	3	12	
3	21	3	12	
4	26	3	1	5
5	24	3	7	
6	24	3	6	

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	19	3	20	
1	23	1	16	
2	19	7	16	
3	18	7	16	
4	22	7	12	
5	22	7	12	
6	25	3	12	

2023-24 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	0

2023-24 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.8
Psychologist	1
Social Worker	
Nurse	0.8
Speech/Language/Hearing Specialist	3.0
Resource Specialist (non-teaching)	
Other	4.75

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher 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	8691	2576	6115	86656
District	N/A	N/A	7283	89381
Percent Difference - School Site and District	N/A	N/A	-17.4	-3.1
State	N/A	N/A	10771	94694
Percent Difference - School Site and State	N/A	N/A	-55.1	-8.9

Fiscal Year 2023-24 Types of Services Funded

Travis Unified receives funding through the Local Control Funding Formula (LCFF), including Supplemental Grant Funding (SGF), which is designated to support high-needs student populations such as English learners, foster youth, and homeless students. Additionally, the district receives federal Title I funds, which are allocated to qualifying school sites per the methods described by the California Department of Education. These funds are used to provide targeted instruction, support struggling students, and fund professional development. Title II funds are allocated for professional development across the district, while Title III funds focus on services and programs for English learners. Some funding is also allocated to support Special Education programs.

As part of LCFF, districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP) along with an LCFF Budget Overview for Parents. These documents outline how the district uses its resources to address the eight state priority areas, ensuring improved outcomes for all students, including specific subgroups.

The eight state priority areas include student achievement, implementation of state standards, student engagement (such as attendance and dropout rates), school climate, parent involvement, basic services, course access, and other locally identified student outcomes.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	\$58,011	\$58,855
Mid-Range Teacher Salary	\$89,541	\$92,519
Highest Teacher Salary	\$111,197	\$114,665
Average Principal Salary (Elementary)	\$142,585	\$142,791
Average Principal Salary (Middle)	\$156,679	\$151,078
Average Principal Salary (High)	\$159,025	\$167,094
Superintendent Salary	\$286,147	\$281,086
Percent of Budget for Teacher Salaries	34.87	30.99
Percent of Budget for Administrative Salaries	6.04	5.37

Professional Development

12.3 days = 2 full days + 10.3 (sum of partial days)

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	1	0	12.3