

# Cambridge Elementary School

## 2010-2011 School Accountability Report Card



100 Cambridge Drive  
Vacaville, CA 95687  
707-446-9494

Connie Green-Ownby,  
Principal

Travis Unified  
School District

Kate Wren Gavlak,  
Superintendent

### Governing Board Members

Donna Bishop,  
President

Gary R. Craig,  
Vice President

Ivery Hood,  
Clerk

Dawn W. Kirby,  
Member

Angela Weinzinger,  
Member

Ekemini Ikpe,  
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. "It takes a village" is an appropriate way to describe our approach to student achievement and learning at Cambridge. 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 and many great activities and events scheduled throughout the school year. All PTA events are very well attended and are meant to bring families and staff together for some good old fashioned fun. Cambridge's Spanish Immersion Program is a "school within a school" delivering standards-based instruction through the Spanish language to students in kindergarten through sixth grade.

Come visit us to witness first hand the strong student-based educational setting 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

...resulting in students who are creative, confident, healthy citizens making positive contributions to the community.

### 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 2010-11 school year, Cambridge Elementary School had 594 students enrolled in grades kindergarten through six. The table illustrates student demographics.

#### Student Enrollment by Ethnic Group

2010-11

	Percentage
African American	12.0%
American Indian	0.3%
Asian	4.4%
Filipino	9.6%
Hispanic or Latino	25.9%
Pacific Islander	1.3%
White	44.1%
Two or More	2.4%
None Reported	-

### Discipline & Climate for Learning

Students at Cambridge Elementary School are guided by specific 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 good 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		
	08-09	09-10	10-11	08-09	09-10	10-11
Suspensions	18	7	17	467	405	568
Suspension Rate	3.3%	1.3%	2.9%	8.8%	7.9%	10.6%
Expulsions	0	0	0	11	8	0
Expulsion Rate	0.0%	0.0%	0.0%	0.2%	0.2%	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
- Safety Patrol
- Field Trips
- Band & Honor Band

## 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.
- Paw-sitives: daily recognition of positive behavior
- Honor Roll for 4th-6th grades

## 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

	2008-09	2009-10	2010-11
K	81	67	92
1st	72	79	80
2nd	84	73	88
3rd	76	85	64
4th	78	78	98
5th	74	75	81
6th	79	78	91

## 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

	Classrooms Containing:											
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	09	10	11	09	10	11	09	10	11	09	10	11
By Grade Level												
K	20	24	26	2	-	-	2	3	4	-	-	-
1	20	24	26	3	-	-	-	2	3	-	-	-
2	19	25	27	4	-	-	-	2	3	-	-	-
3	19	26	27	4	-	-	-	2	2	-	-	-
4	31	35	29	-	-	-	2	-	2	-	1	1
5	29	33	30	-	-	-	2	-	2	-	1	-
6	30	34	34	-	-	-	2	-	-	-	2	2
K-3	20	-	-	1	-	-	-	-	-	-	-	-
4-8	27	-	-	-	-	-	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. At the time of publication (September 2011) 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 November 2011). 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: 09/30/2011				
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			D7 - Repair blocked return air vent.
Interior			X	E1 - Ceiling tiles stained; wall cracks in light area. Library - Repair carpet, tape area in need of repair. A5 - Properly affix cable outlet to wall. A Center - Repair wallpaper and ceiling tiles. B Lab - Repair ceiling tile in storage room. A1 - Repair baseboard. K2 - Light diffuser cover missing; stained carpet; repair wallpaper; replace curtains. K1 - Loose ceiling tile; replace curtains. B2 - Carpet stained; replace curtains. Workroom B - Hole in ceiling. C2 - Repair wallpaper; replace missing light diffuser. C1 - Paint wall outside; steps need resurfacing paint; repair carpet; replace missing light diffuser. C3 - Remove rust from steps; replace window covers. C6 - Repair carpet. C5 - Repair carpet. D6 - Carpet stained. D4 - Repair hole in wall near door; paint wall. D3 - Repair wallpaper; steps need to be anti-skid. D2 - Speaker doesnt work. D1 - Repair wallpaper; teachers desk is old; repair loose outside vent. MPR - Repair outside drinking fountain; repair cracks in wall near ceiling; needs paint.
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			C4 - Clean east door.
Electrical	X			B1 - Two lights out.
Restrooms/Fountains		X		A3 - Water faucet sprays, needs repair. A1 - Repair leaking faucet. C5 - Drinking fountain pressure needs adjustment. Staff Mens Restroom - Repair urinal partition. Girls Restroom B - Replace light cover. Boys Restroom B - Holes in tile; replace urinal plumbing.
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			C6 - Repair rust damage on ramp. D4 - Fix loose slats in wooden ramp.
External (Grounds, Windows, Doors, Gates, Fences)	X			C7 - Repair uneven pavement and drainage around garden area. C5 - Replace missing louvers on windows; replace outside vent.

**Counseling & Support Staff**

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.

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

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Health Care Specialist	1	0.8
Library Media Technician	1	1.0
Psychologist	1	0.5
Resource Specialist	2	1.5
SDC Aide	1	1.0
Special Day Class (SDC) Teacher	1	1.0
Speech and Language Specialist	1	1.0

## 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.

### 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			
	2008	2009	2010
Statewide	6	5	5
Similar Schools	3	2	2
Group	08-09	09-10	10-11
All Students at the School			
Actual API Change	-2	1	-10
Hispanic or Latino			
Actual API Change	-19	26	-34
White			
Actual API Change	-6	7	-14
Socioeconomically Disadvantaged			
Actual API Change	-5	-6	-10
Students with Disabilities			
Actual API Change	-	14	8

	Growth API					
	School		District		State	
	Number of Students	Growth Score	Number of Students	Growth Score	Number of Students	Growth Score
All Students at the School	398	784	3,901	824	4,683,676	778
Black or African American	54	718	608	784	317,856	696
Asian	20	853	226	862	398,869	898
Filipino	39	866	420	866	123,245	859
Hispanic or Latino	107	737	760	784	2,406,749	729
White	165	807	1,628	838	1,258,831	845
Socioeconomically Disadvantaged	142	739	1,030	784	2,731,843	726
English Learners	50	733	252	727	1,521,844	707
Students with Disabilities	70	707	488	667	521,815	595

### Physical Fitness

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			
2010-11			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	17.3%	33.3%	28.0%

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

### Adequate Yearly Progress (AYP)

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	
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>.

California Standards Test (CST)									
Subject	School			District			State		
	2009	2010	2011	2009	2010	2011	2009	2010	2011
English/Language Arts	54	51	53	64	61	65	49	52	54
Mathematics	50	55	58	53	52	52	46	48	50
Science	47	49	52	65	66	68	50	54	57
History/Social Science	*	*	*	53	56	60	41	44	48

\*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	65	52	68	60
School	53	58	52	*
African American/ Black	38	46	*	*
American Indian	*	*	*	*
Asian	71	71	*	*
Filipino	68	70	*	*
Hispanic or Latino	41	47	32	*
Pacific Islander	*	*	*	*
White	59	62	64	*
Males	47	54	43	*
Females	58	61	61	*
Socioeconomically Disadvantaged	43	47	32	*
English Learners	17	30	*	*
Students with Disabilities	44	51	*	*
Migrant Education	*	*	*	*
Two or More Races	*	*	*	*

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

## Federal Intervention Program

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.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	In PI	Not in PI
First Year in PI	2011-2012	-
Year in PI (2011-12)	Year 1	-
# of Schools Currently in PI	-	3
% of Schools Identified for PI	-	30.00%

## 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>.

## 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.

## Instructional Materials

Travis Unified School District held a public hearing on October 11, 2011, 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 2011 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 Math	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 Connie Green-Ownby since the beginning of the 2008-09 school year. Ms. Green-Ownby has over 19 years of educational experience.

Leadership at Cambridge Elementary School is a responsibility shared between 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.

## 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 & Volkswagon, and Tuskegee Airmen.

## Teacher Assignment

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

	Teacher Credential Status			
	School			District
	08-09	09-10	10-11	10-11
Fully Credentialed	30	26	27	244
Without Full Credentials	0	0	1	1
Working Outside Subject	0	0	0	1

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.

	Misassignments/Vacancies		
	09-10	10-11	11-12
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
<b>Total Misassignments of Teachers</b>	<b>0</b>	<b>0</b>	<b>0</b>
Vacant Teacher Positions	0	0	0

## Highly Qualified Teachers

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.

	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	98.4%	1.6%
High-Poverty Schools in District	N/A	N/A
Low-Poverty Schools in District	98.9%	1.1%

## 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.

Previous to the 2009-10 school year, the district included within the collective bargaining agreement one full day dedicated to districtwide staff development activities.

## Teacher & Administrative Salaries

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](http://www.cde.ca.gov).

Average Salary Information Teachers - Principal - Superintendent 2009-10		
	District	State
Beginning Teachers	\$35,964	\$41,284
Mid-Range Teachers	\$67,004	\$65,173
Highest Teachers	\$75,250	\$83,460
Elementary School Principals	\$96,469	\$102,834
Middle School Principals	\$105,098	\$108,953
High School Principals	\$110,084	\$118,384
Superintendent	\$155,736	\$179,397
Salaries as a Percentage of Total Budget		
Teacher Salaries	43.6%	40.8%
Administrative Salaries	5.6%	6.0%

## School Site Teacher Salaries

The table illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on fiscal year 2009-10 financial statements).

Average Teacher Salaries School & District	
School	\$69,142
District	\$69,214
Percentage of Variation	-0.11%
School & State	
All Unified School Districts	\$66,511
Percentage of Variation	3.95%

## 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.

## Data Sources

Data within the SARC was provided by Travis Unified School District, retrieved from the 2010-11 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.

## Expenditures & Services Funded

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	\$5,003
From Restricted Sources	\$1,099
From Unrestricted Sources	\$3,904
District	
From Unrestricted Sources	\$4,074
Percentage of Variation between School & District	-4.16%
State	
From Unrestricted Sources	\$5,455
Percentage of Variation between School & State	-28.43%

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

- School Improvement Program (SIP)
- Economic Impact Aid (EIA)
- Peer Assistance and Review (PAR)
- Instructional Materials
- 10th Grade Counseling
- Federal, ECIA/ESEA/IASA
- Federal, Maintenance & Operations
- Other Instructional Allowances
- Gifted and Talented Pupils
- 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

