

Cambria Grammar 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	Cambria Grammar School
Street	3223 Main Street
City, State, Zip	Cambria CA, 93428
Phone Number	(805) 927-4400
Principal	Celia Moses
Email Address	cmoses@coastusd.org
School Website	https://cambriagrammar.coastusd.org/
Grade Span	K-5
County-District-School (CDS) Code	40-75465-6042972

2024-25 District Contact Information

District Name	Coast Unified School District
Phone Number	(805) 927-3880
Superintendent	Jill Southern
Email Address	jsouthern@coastusd.org
District Website	www.coastusd.org

2024-25 School Description and Mission Statement

Principal’s Message
Cambria Grammar School provides a nurturing environment where students are inspired by their teachers, family, and community to pursue excellence in academics and in their physical and social development. At CGS, students prepare for the future by acquiring a love of learning, an appreciation for the arts, and a reliance on personal competence and creativity. We celebrate student accomplishments and help students become responsible, caring citizens who strive to better their community and build positive relationships. As a staff and student body, we strive for continuous improvement. Together, through hard work, our students will be kept interested and challenged to reach their maximum potential.

2024-25 School Description and Mission Statement

Mission Statement

At Cambria Grammar School, we believe in creating a positive school climate where we have the right to be ourselves and the freedom to learn, work, and play in a safe environment. We strive to implement an academically challenging program which meets the needs of all students and develops in each child a foundation for lifelong learning and an appreciation for the value of diversity, self-esteem, and respect for others.

School Profile

Cambria Grammar School is an elementary school located in rural San Luis Obispo County. There are 204 students enrolled in transitional kindergarten through fifth grade. The school provides a standards-driven curriculum in a nurturing learning environment. Students are inspired by their teachers, family, and community to pursue excellence in academics and in their physical and social development. At CGS, students are prepared for the future by developing a love of learning, a deep appreciation for the arts, and a strong sense of personal competence and creativity. The school was honored as a 2006 Distinguished School by the California Department of Education. For the 2024-25 school year, CGS has an enrollment of 209 students, with 50% identified as English Learners, 86% as socioeconomically disadvantaged, and 17% as students with disabilities.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	44
Grade 1	32
Grade 2	27
Grade 3	35
Grade 4	34
Grade 5	29
Total Enrollment	201

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.3
Male	52.7
American Indian or Alaska Native	0.5
Filipino	0.5
Hispanic or Latino	74.1
Two or More Races	3.5
White	21.4
English Learners	56.2
Homeless	22.9
Socioeconomically Disadvantaged	79.1
Students with Disabilities	13.9

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.

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)	15.60	100.00	39.00	94.80	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	0.00	0.00	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.20	0.61	12115.80	4.41
Unknown/Incomplete/NA	0.00	0.00	1.80	4.59	18854.30	6.86
Total Teaching Positions	15.60	100.00	41.10	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)	17.00	100.00	41.20	94.76	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	0.00	0.00	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	1.20	2.78	11953.10	4.28
Unknown/Incomplete/NA	0.00	0.00	1.00	2.44	15831.90	5.67
Total Teaching Positions	17.00	100.00	43.40	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)	17.00	100.00	41.80	94.64	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	0.00	0.00	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.50	1.13	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	1.80	4.23	14303.80	5.15
Total Teaching Positions	17.00	100.00	44.20	100.00	277698	100

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	0.00	0
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	0.00	0

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	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	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

Coast Unified held a public hearing on October 10, 2024 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 January, 2024 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Year and month in which the data were collected

October, 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill - Wonders Adopted 2016	Yes	0.0
Mathematics	Houghton Mifflin - Math Expressions Adopted 2015	Yes	0.0
Science	Discovery Education - Discovery Techbook Adopted 2020	Yes	0.0
History-Social Science	Studies Weekly - Studies Weekly Adopted 2020	Yes	0.0

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

School Facility Conditions and Planned Improvements

Cambria Grammar School was constructed in 2005 and is comprised of 20 classrooms, a multipurpose room/cafeteria, library, staff lounge, computer lab, and 4 playgrounds.

The principal works daily with MOT and the custodial staff to ensure that the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards are available at the district office for review. Maintenance and Repair: District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority are given to emergency repairs. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation. Deferred Maintenance Budget: The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems.

Year and month of the most recent FIT report

January, 2024

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			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials		X		Access to fire extinguishers obstructed. Obstructions removed.
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

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)	36	31	42	36	46	47
Mathematics (grades 3-8 and 11)	32	33	32	28	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	97	93	95.88	4.12	31.18
Female	46	44	95.65	4.35	34.09
Male	51	49	96.08	3.92	28.57
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	71	69	97.18	2.82	27.54
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	21	21	100.00	0.00	38.10
English Learners	50	48	96.00	4.00	16.67
Foster Youth	0	0	0	0	0
Homeless	30	28	93.33	6.67	21.43
Military	0	0	0	0	0
Socioeconomically Disadvantaged	78	76	97.44	2.56	27.63
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	18	18	100.00	0.00	16.67

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	97	94	96.91	3.09	32.98
Female	46	45	97.83	2.17	31.11
Male	51	49	96.08	3.92	34.69
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	71	70	98.59	1.41	30.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	21	21	100.00	0.00	42.86
English Learners	50	49	98.00	2.00	16.33
Foster Youth	0	0	0	0	0
Homeless	30	29	96.67	3.33	31.03
Military	0	0	0	0	0
Socioeconomically Disadvantaged	78	77	98.72	1.28	31.17
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	18	18	100.00	0.00	11.11

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)	30.56	25.93	33.10	24.31	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	29	28	96.55	3.45	25.00
Female	15	15	100.00	0.00	33.33
Male	14	13	92.86	7.14	15.38
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	21	21	100.00	0.00	19.05
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	13	13	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	23	23	100.00	0.00	13.04
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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	96.55	96.55	100	96.55	96.55
Grade 7	NA	NA	NA	NA	NA
Grade 9	NA	NA	NA	NA	NA

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

Cambria Grammar greatly benefits from its supportive parents. Parents visit the school frequently to talk with teachers. Parents and community members volunteer in the classrooms, the library, on the playground, and for special events. On an average day, ten to twelve parents are on site volunteering. Parents are encouraged to join PTA, School Site Council, and the English Learner Advisory Committee. The school also benefits from several community partnerships, including The Link, Cambria Community Council, Children's Creative Project, One Cool Earth, The Rotary Club, Operation School Bell, Estero bay Kindness Coalition, SLO Coastal Association of Realtors, Read to Rover, and Champions (After School Care). Parent education classes, parent forums, and family events are offered during the school year and are well attended by families. Parent attendance at student conferences is almost 100%. Cambria Grammar School holds Student Success Team meetings a year. Parent involvement and input at these meetings is essential. Translation in Spanish is provided whenever needed, and we have a skilled bilingual staff available for these important duties.

In addition to the above mentioned, opportunities for Parent Involvement include:

- Bookfair
- Fundraising Activities
- Year Book Committee
- Picture Day
- PTA sponsored activities
- Teacher and Staff Appreciation Weeks
- Evening celebrations, assemblies, performances
- Participation in parades
- Parent Literacy Classes
- PIQE Parent education
- Parent-Teacher Conferences
- Back to School Night
- Open House

2024-25 Opportunities for Parental Involvement

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Cambria Grammar School 805-927-4400.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	209	208	18	8.7
Female	101	100	11	11.0
Male	108	108	7	6.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	155	155	14	9.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	45	44	3	6.8
English Learners	120	120	12	10.0
Foster Youth	--	--	--	--
Homeless	46	46	4	8.7
Socioeconomically Disadvantaged	168	168	14	8.3
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	36	36	2	5.6

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
3.64	1.85	0.48	2.86	5.07	6.26	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	0	0.2	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.48	0.00
Female	0.00	0.00
Male	0.93	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	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.65	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	0.83	0.00
Foster Youth	0.00	0.00
Homeless	2.17	0.00
Socioeconomically Disadvantaged	0.60	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	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 students and staff is a primary concern of Cambria Grammar School. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The current School Site Safety Plan was adopted by the CUSD School Board in February, 2024. The new plan was recently discussed and reviewed in

2024-25 School Safety Plan

October, 2024 by the School Site Council (SSC) Through SSC, staff, parent, and community feedback and input, a final draft of the new School Site Safety Plan will be reviewed again at the January, 2025 SSC meeting and then brought to the school board for approval in February, 2025. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a monthly basis throughout the school year. Lock-down drills are held at least once a year as needed. Students are supervised before school, at recess, lunch and after school by both certificated and classified staff. The principal monitors the playground during the day as well. There is a designated area for student drop off and pick up. Visitors are required to sign in at the office and wear a visitor's tag.

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	10	3		
1	16	2		
2	16	2		
3	16	2		
4	19	2		
5	19	2		

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	16	3		
1	12	2		
2	19	2		
3	18	2		
4	13	2		
5	19	2		

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	16	3		
1	16	2		
2	18	2		
3	12	2		
4	16	2		
5	16	2		

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)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

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	18,026	8,204	9,822	78,097
District	N/A	N/A	19,428	\$79,105
Percent Difference - School Site and District	N/A	N/A	-65.7	-1.3
State	N/A	N/A	\$10,771	\$78,673
Percent Difference - School Site and State	N/A	N/A	-9.2	-0.7

Fiscal Year 2023-24 Types of Services Funded

Cambria Grammar School, part of the Coast Unified School District, receives funding to provide a wide range of services that support student success and well-being. Academic services include a rigorous, Common Core-aligned curriculum with dedicated curriculum and staffing for ELD, reading, and math intervention. The school maintains a low pupil-to-teacher ratio of 17:1 and provides robust instructional aide and yard supervision support. Specialized programs in physical education, library, and computer education are also funded.

Funding supports enrichment programs like arts education through the Children’s Creative Project (music, steel pan drums, and art) and garden education in partnership with One Cool Earth. Counseling services are available three days a week, along with a district translator and a school nurse on-site. Special Education staffing and resources are prioritized to meet the needs of students with IEPs.

Additional services include free home-to-school transportation and after-school care through Champions, funded by the district or district-secured grants. Staff professional development is continually supported to ensure high-quality teaching. These services are designed to provide a comprehensive and enriching educational experience for all students.

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	\$45,786	\$50,757
Mid-Range Teacher Salary	\$79,393	\$75,693
Highest Teacher Salary	\$103,547	\$105,687
Average Principal Salary (Elementary)	\$133,947	\$121,443
Average Principal Salary (Middle)	\$133,947	\$132,509
Average Principal Salary (High)	\$132,571	\$133,106
Superintendent Salary	\$190,621	\$167,660
Percent of Budget for Teacher Salaries	25%	26%
Percent of Budget for Administrative Salaries	6%	6%

Professional Development

Staff members build teaching skills and concepts by participating in many conferences and workshops throughout the year, then sharing their experiences and knowledge with district colleagues. Topics for staff development during the 2016-17 school year included: Instructional techniques, student assessment, technology, curriculum development, safety, Response to Intervention, Common Core and others. Topics for staff development during the 2017-18 school year included: NGSS, technical writing, ELD strategies, Reflex Math, social/emotional learning through journaling, curriculum development, safety, suicide prevention, Response to Intervention, Common Core and others. During both the 2016-17 and 2017-18 school years, there were 2 staff development days. 2018-19 has 3 staff development days. Topics for 2018-19 include NGSS, mandated reporting, the language of math and word problems, social/emotional learning through journaling, growth mindset, ELD standards, ELPAC administration, Follett institute, Response to Instruction, belonging strategies, Reflex Math, MTSS, and safety. 2019-20 had 3 staff development days. Topics for 2019-20 include UDL, trauma informed care, social / emotional learning (Second Step), the language of math, math engagement through collaborative activities, Thinking Maps, Crisis Intervention Training, ELPAC administration, Discovery Science, deescalation strategies, PBIS & MTSS, and Stop the Bleed. 2020-21 had 3 professional development days with topics including: Discovery Science, Google Classroom, Seesaw, Distance Learning strategies and virtual classroom setup, math instruction during distance learning, the Art of Coaching, Math Minds, and Zoom management and engagement strategies. 2021-22 had 3 professional development days. Topics include: Thinking Maps, interactive assessment tools, Math Investigations, Discovery Science, Crisis Intervention Training, student data analysis, Second Step, ELPAC administration, CAASPP assessment tools, and social/emotional learning. 2022-23 had 3 professional development days. Topics during these days and other professional development times include: Character Strong (Social and emotional strategies), Thinking Maps / Write from the Beginning, Math Investigations, Frax Math, Science 4 Us, Lockdown Drill and Emergency Training, Use of Narcan, CPR and First Aid, Crisis Intervention Training, student data analysis, Second Step, Zones of Regulation, ELPAC administration, CAASPP assessment tools and Interim Assessment Blocks, and behavior strategies (training on monthly basis for credentialed and classified staff). 2023-24 has 3 professional development days. Topics during these days and other professional development times include: Thinking Maps / Write from the Beginning (Response to Text), Math Investigations, Bridges Math, Mandated Reporter Training, McKinney Vento Act, Frax Math, Lockdown Drill and Emergency Training, Use of Narcan, CPR and First Aid, Crisis Intervention Training, student data analysis, Second Step, Zones of Regulation, ELPAC administration, CAASPP assessment tools and Interim Assessment Blocks, and behavior strategies (training on monthly basis for credentialed and classified staff). 2024-25 has 3 professional development / teacher work days. For CGS, these days are dedicated to Integrated and Designated ELD Strategies and Comprehensive Training for the iReady Mathematics Curriculum Pilot. Other training through the year include Curricular training on Carousel of Ideas, Language for Learning, Heggerty Phonics, UFLI, and Sonday. Staff has also received in RTI best practices, Embedded Language Objectives, Collaborative Lesson Studies, Lockdown Drill and Emergency Training, CPR and First Aid, Crisis Intervention Training, student data analysis, MTSS, ELPAC administration, CAASPP assessment tools and Interim Assessment Blocks, and behavior strategies.

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

Professional Development

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3