



CAMBRIA GRAMMAR SCHOOL

3223 Main Street, Cambria, CA 93428 • (805) 927-4400

Carol Stoner, Principal

School Accountability Report Card

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.

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.

School Profile

Cambria Grammar school is an elementary school located in rural San Luis Obispo County. There are 340 students enrolled in 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 prepare for the future by acquiring a love of learning, an appreciation for the arts and a reliance on personal competence and creativity. The school has been recognized by the California Department of Education as a 2006 Distinguished School.

Student Enrollment by Ethnic Group

2006-07	
	Percentage
African American	0.0%
American Indian	0.0%
Asian	1.5%
Caucasian	42.3%
Filipino	0.3%
Hispanic	54.8%
Pacific Islander	0.3%
Multiple or No Response	0.9%

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.

Parent Involvement

Cambria Grammar greatly benefits from its supportive parents. Most 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 Garden Club, the Cambria Educational Foundation, and

the Avalon Foundation. Parent education classes are offered several times during the school year and are well attended by parents.

Enrollment By Grade

This chart illustrates the enrollment trend by grade level for the past 3 school years.

Enrollment Trend by Grade Level

	2004-05	2005-06	2006-07
K	49	58	48
1st	57	49	58
2nd	58	59	50
3rd	68	56	57
4th	51	69	55
5th	48	51	68

Enrollment By Program

During the 2006/07 school year 340 students were enrolled at Cambria Grammar School, of which 17% were students with disabilities, 50% were English Learners, and 61% were socioeconomically disadvantaged.

Class Size Reduction

In 1996, the state legislature approved implementation of the Class Size Reduction (CSR) program that provides funding to hire additional teachers to assist schools in reducing K-3 class sizes. Cambria Grammar began implementing CSR for grades kindergarten through three in 1996-1997. The table displays the percentage of K-3 classrooms that participated in CSR for the past three school years.

CSR Participation

	2004-05	2005-06	2006-07
K	100%	50%	100%
1st	100%	50%	100%
2nd	100%	100%	100%
3rd	100%	100%	100%
K-3	-	100%	100%

Class Size

Average class sizes vary by grade level and subject area taught. In addition to credentialed teachers, students receive assistance in the classroom from instructional assistants, tutorial teachers, and volunteers. The table indicates the average class size by grade level or subject area, as well as the number of classes offered in reference to their enrollment.

Class Size Distribution												
Average Class Size	Classrooms Containing:											
	1-20 Students			21-32 Students			33+ Students					
	05	06	07	05	06	07	05	06	07	05	06	07
By Grade Level												
K	15	21	20	3	1	2	-	1	-	-	-	-
1st	19	21	20	3	1	2	-	1	-	-	-	-
2nd	19	20	20	3	3	3	-	-	-	-	-	-
3rd	19	18	19	3	3	3	-	-	-	-	-	-
4th	30	29	28	-	-	-	1	2	2	-	-	-
5th	30	31	34	-	-	-	1	1	-	-	-	2
K-3	-	20	19	-	1	1	-	-	-	-	-	-
3-4	20	-	-	1	-	-	-	-	-	-	-	-
4-8	27	29	-	-	-	-	1	1	-	-	-	-
By Subject Area												
English	21	32	34	3	-	-	1	2	-	1	-	2

Safe School Plan

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 School Site Safety Plan was last reviewed and updated in March 2006 by the School Safety Committee. All revisions were communicated to the both the classified and certificated staff. 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. Lockdown drills are held 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. Parent volunteers help with supervision on the playground and in the Quiet Garden which is a special play area for students after lunch. 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.

Discipline & Climate for Learning

Students at Cambria Grammar School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. All students in the school participate in the Peace Leader Program which is based on extensive research about school climate. This program has been successfully used in the school for nine years and has decreased discipline problems significantly. Parents and students are informed of school rules and discipline policies through the school newsletters and by teachers on Back-to-School Night in the beginning of the school year. The Suspensions and Expulsions table illustrates total cases for the last three years, as well as a percentage of enrollment. Suspensions are expressed in terms of total infractions, not number of students suspended, as some students may have been suspended on multiple occasions. Expulsions occur only when required by law or when all other alternatives are exhausted.

Students are encouraged to participate in the school's additional academic and extracurricular activities, which 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, clubs, and programs include: Cambria Youth Athletic Association, YMCA After School Program, Girl Scouts, Cub Scouts, and 4-H.

The School recognizes and celebrates the achievements and successes of students and staff on a regular basis. Students are recognized for their achievements during monthly awards assemblies by their classroom teacher and weekly Peace Leader Rallies that promote positive citizenship.

	Suspensions & Expulsions					
	School			District		
	04-05	05-06	06-07	04-05	05-06	06-07
Suspensions	1	5	2	42	31	32
Suspension Rate	0.3%	1.5%	0.6%	4.7%	3.5%	3.7%
Expulsions	0	0	1	1	0	9
Expulsion Rate	0.0%	0.0%	0.3%	0.1%	0.0%	1.0%

School Facilities

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

The principal works daily with the custodial staff of 1 full-time and 1 part-time custodian 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.

School Facility Conditions				
Date of Last Inspection: 05/30/2007				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates/Fences (Interior and Exterior)	X			
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)	X			
Hazardous Materials (Interior and Exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (Interior and Exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (Inside and Outside)	X			
Restrooms	X			
Sewer	X			
Roofs (observed from the ground, inside/outside the building)	X			
Playground/School Grounds	X			
Overall Cleanliness	X			

Teacher Assignment

Coast Unified recruits and employs the most qualified credentialed teachers. For the 2005/06 school year, Cambria Grammar had 25 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines. 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. For the 2005/06 school year, the most current data are reported.

Teacher Credential Status				
	School			District
	04-05	05-06	06-07	06-07
Fully Credentialed	22	22	21	56
Without Full Credentials	0	0	0	0
Working Outside Subject	0	0	0	0

Misassignments/Vacancies			
	04-05	05-06	06-07
	Misassignments of Teachers of English Learners		0
Misassignments of Teachers (other)		0	0
Total Misassignments of Teachers		0	0
Vacant Teacher Positions		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 2005-06 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	99.0%	1.0%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	0.0%	0.0%

Substitute Teachers

The Coast Unified district has an adequate pool of fully credentialed and qualified substitutes in order to maintain continuity of instruction at Cambria Grammar School. Generally, the district does not experience any problems finding qualified substitute teachers. When a substitute teacher is not available for an absent teacher, the principal assumes the role of substitute.

Teacher Evaluation

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary

and probationary teachers are evaluated annually and tenured teachers are evaluated every other year. Evaluations are conducted by the principal who has been trained and certified for competency to perform teacher evaluations. Teachers are evaluated on the following criteria: Engaging and Supporting All Students in Learning, Understanding and Organizing Subject Matter for Student Learning, Assessing Student Learning, Creating and Maintaining Effective Environments for Student Learning, Planning Instruction and Designing Learning Experiences for All Students and Developing as a Professional Educator. Coast Unified offers programs to assist teachers, such as Beginning Teacher Support and Training (BTSA) and Peer Assistance and Review (PAR). BTSA is for new, credentialed teachers. Peer Assistance and Review (PAR) is lead by credentialed teachers who help recent California Basic Education Skills Test (CBEST) graduates who have yet to pass a specific subject exam. The PAR mentors also help Emergency Teaching Certificate teachers, as well as any teacher who may have received a poor evaluation from the principal.

Individualized Instruction

Cambria Grammar School provides special education services to students who have active IEPs. Programs and services designed to meet the student's needs are identified in the Individualized Education Plan (IEP). The Resource Specialist Program serves students with exceptional needs who are able to function in the regular classroom for the majority of the day.

At Risk Interventions

Cambria Grammar School provides after-school tutoring in English/Language Arts and Mathematics for those students performing below grade-level standards or who are at risk of retention. Intersession courses are offered during vacation periods when necessary.

GATE

Cambria Elementary does not receive state funding for the Gifted and Talented Education (GATE) program. The classroom teachers differentiates the instruction to meet the academic and or artistic needs of the gifted student.

Counseling & Support Staff

It is the goal of Cambria Grammar School to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The counselor is at the school site two days a week. In addition the school has implemented both the Primary Intervention Program and Second Step to assist children who need help with self-esteem, getting along with other students or instruction in social skills.

Curriculum Development

All curriculum development in the Coast Unified is based on the California State Content Standards and Frameworks. Curriculum guides are updated regularly by the principal and grade level leaders in order to align with the state standards, district goals, and the statewide assessment program. Supplemental language arts materials were purchased during the school year to provide additional enrichment and intervention supports for students. New social studies text were purchased at the beginning of the 2006 school year.



Instructional Materials

Coast Unified held a Public Hearing on September 14, 2006 and determined that each school within the District has 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 State 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.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
K-5	English/ Language Arts	Houghton Mifflin	2003	Yes	0.0%
K-5	Mathematics	MacMillan/ McGraw Hill	2002	Yes	0.0%
K-5	Science	Harcourt	2001	Yes	0.0%
K-5	Social Science/ History	MacMillan/ McGraw Hill	2000	Yes	0.0%

District Expenditures

Coast Unified spent an average of \$6,529 to educate each student, based on 2006-2007 FY audited financial statements. 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	\$6,440
From Restricted Sources	\$1,072
From Unrestricted Sources	\$5,368
District	
From Unrestricted Sources	
Percentage of Variation between School & District	99.92%
State	
From Unrestricted Sources	\$4,943
Percentage of Variation between School & State	8.60%

District Revenue Sources

In addition to general state funding, Cambria Grammar School receives state and federal funding for the following categorical funds and other support programs.

Teacher & Administrative Salaries as a Percentage of Total Budget

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.

Average Salary Information		
Teachers - Principal - Superintendent		
2005-06		
	District	State
Beginning Teachers	\$34,465	\$34,363
Mid-Range Teachers	\$57,873	\$50,814
Highest Teachers	\$71,802	\$65,731
Elementary School Principals	\$95,320	\$78,437
Middle School Principals	\$95,320	\$81,316
High School Principals	\$92,544	\$84,594
Superintendent	\$132,061	\$103,105
Salaries as a Percentage of Total Budget		
Teacher Salaries	41.1%	35.8%
Administrative Salaries	6.8%	6.5%

School Site Teacher Salaries

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

Average Teacher Salaries	
School & District	
School	\$64,846
District	\$63,304
Percentage of Variation	2.43%
School & State	
All Unified School Districts	\$52,361
Percentage of Variation	23.84%



California Standards Test

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 combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, Social Science, Science, for the most recent three-year period, is shown. Summative scores are not available for Math (grades 8-11), Science (available for grades 5 and 8 only), and grade 9 Social Science. For results on course specific tests, please see <http://star.cde.ca.gov>.

California Standards Test (CST)																											
Combined % of Students Scoring at Proficient and Advanced Levels																											
	Language Arts									Math						Science											
	2			3			4			5			2		3		4		5		5						
	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07			
All Students																											
School	39	27	46	28	41	33	41	57	42	49	42	42	59	55	64	54	64	53	49	43	61	49	52	58	40	17	30
District	39	27	46	28	41	33	41	57	42	49	42	42	59	55	64	54	64	53	49	43	61	49	52	58	40	17	30
State	42	47	48	31	36	37	47	49	51	43	43	44	56	59	59	54	58	58	50	54	56	44	48	49	28	32	37
Males																											
School	42	25	52	31	33	35	33	62	45	48	25	42	58	59	76	69	67	56	48	59	66	57	55	58	52	15	33
District	42	25	52	31	33	35	34	61	45	48	25	42	58	59	76	68	66	56	48	58	65	56	55	58	52	15	34
State	39	43	44	29	33	33	44	46	48	39	40	41	58	59	59	56	58	58	50	54	56	43	48	48	32	34	38
Females																											
School	33	29	40	25	50	30	47	50	40	50	53	41	58	50	52	38	58	48	50	27	55	41	50	59	27	19	24
District	34	30	40	25	50	30	47	50	40	50	54	41	59	50	52	38	58	48	50	26	55	41	51	59	27	19	24
State	45	50	53	35	39	41	52	54	55	46	47	48	55	57	58	54	56	57	51	55	58	45	48	49	26	30	35
Migrant Education																											
School	24	0	*	17	*	*	*	*	*	*	*	*	53	33	*	50	*	*	*	*	*	*	*	*	*	*	*
District	24	0	0	16	0	0	*	0	0	*	0	0	53	34	0	50	0	0	*	0	0	*	0	0	*	0	0
State	16	21	24	10	13	15	20	25	25	17	19	21	37	41	42	35	39	41	32	37	40	25	29	29	7	11	13
Socioeconomically Disadvantaged																											
School	24	7	26	21	24	20	29	44	34	33	30	35	45	40	48	52	60	40	47	41	56	38	41	60	33	4	25
District	24	7	26	21	24	20	29	44	35	33	30	36	45	40	48	52	60	40	47	41	57	38	41	60	33	4	25
State	28	33	35	17	22	23	32	35	36	28	28	29	45	48	48	44	46	47	38	42	45	32	35	36	14	18	22
Hispanic																											
School	25	7	28	25	32	17	34	46	39	15	32	33	43	41	48	55	61	37	55	44	57	30	46	60	20	4	20
District	25	7	28	25	32	16	35	47	39	15	33	33	42	41	48	55	61	36	55	43	57	30	47	61	20	4	20
State	28	33	35	17	22	23	32	35	37	27	29	30	44	47	48	43	46	48	38	43	46	33	36	37	14	18	23
Caucasian																											
School	54	43	67	36	50	48	52	72	48	76	50	57	73	74	79	56	68	70	38	44	67	62	59	61	57	32	48
District	54	43	67	36	50	48	52	72	48	76	50	56	73	74	79	56	68	69	38	44	67	62	59	61	58	32	47
State	61	65	66	51	55	56	68	69	71	63	63	64	73	74	74	70	73	72	65	68	70	58	64	63	49	52	58
Students with Disabilities																											
School	*	*	*	*	*	*	*	25	*	*	*	18	*	*	*	*	*	*	*	17	*	*	*	45	*	*	18
District	*	0	0	*	0	0	*	25	0	*	0	18	*	0	0	*	0	0	*	17	0	*	0	45	*	0	18
State	19	23	23	13	16	16	19	20	21	15	14	15	33	34	34	29	31	31	22	25	27	17	18	19	12	14	16
English Learners																											
School	19	7	21	28	28	16	9	46	36	0	14	17	38	40	46	61	56	35	39	43	52	21	36	52	14	0	14
District	19	7	21	28	28	16	9	46	36	0	14	17	38	40	46	61	56	36	39	43	52	21	37	51	14	0	14
State	23	27	30	12	15	15	19	24	24	13	13	14	43	45	46	40	41	42	32	36	39	22	24	25	6	7	11

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

California Awards & Interventions

Although state intervention and awards programs are currently in the California Education Code, the programs were not funded for the period addressed by this SARC, therefore, there is no data to report.



CAT-6

The California Achievement Test (CAT/6) is a standardized norm-referenced test (NRT), which indicates how the student or group of students compares with that of a norm group and other students from around the country. In August of 2004 the governor signed legislation reauthorizing the STAR Program. Prior to the reauthorization the California Achievement Tests, Sixth Edition Survey (CAT/6 Survey) were administered to all students in grades two through eleven. The reauthorization program requires administering the CAT/6 Survey only to students in grades three and seven. Students in grades three and seven were tested in reading, language, spelling, and mathematics. The purpose of administering the CAT/6 Survey is to determine how well California students are achieving academically compared to a national sample of students tested in the same grade at the same time of the school year. The CAT/6 chart reflects the percentages of students scoring at or above the 50th percentile, or those students performing at average/above average level, in Reading and Math.

Local Measures

Cambria Grammar School provides a number of local assessments including STAR Reading and MAP through Northwest Evaluation Association (NWEA).

Physical Fitness

In the spring of each year, Cambria Grammar School is required by the state to administer a physical fitness test to all students in grades five, seven, and nine. 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. Results of student performance are compared to other students statewide who took the test.

Percentage of Students in Healthy Fitness Zone 2006-07 Test Results	
5th Grade	
School	
School Overall	44.8%
School (Boys)	54.1%
School (Girls)	33.3%
District	
District Overall	44.8%
District (Boys)	54.1%
District (Girls)	33.3%
State	
State Overall	24.6%
State (Boys)	22.4%
State (Girls)	26.9%

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



CAT/6 Norm Referenced Test						
	% At or Above 50th Percentile					
	Reading			Math		
	05	06	07	05	06	07
All Students						
School	43	44	32	52	54	51
District	43	44	32	52	54	51
State	36	37	38	55	55	56
Males						
School	49	45	32	60	52	44
Females						
School	38	42	30	44	58	61
Migrant Education						
School	33	*	*	58	*	*
Socioeconomically Disadvantaged						
School	31	32	20	50	44	37
Hispanic						
School	30	25	17	53	46	40
Caucasian						
School	68	64	43	56	64	65
English Learners						
School	33	28	16	58	44	39

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

Academic Performance Index

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. On an interim basis, the state has set 800 as the API score that schools should strive to meet. Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) 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.

API School Results				
	04-05	05-06	06-07	2007 API Growth Score
Statewide Rank	5	5	5	
Similar Schools Rank	3	5	5	
All Students				
Actual Growth	41	10	5	762
Socioeconomically Disadvantaged				
Actual Growth	85	1	17	720
Hispanic				
Actual Growth	86	23	4	728
Caucasian				
Actual Growth	8	-10	13	810
English Learners				
Actual Growth	-	20	-4	717

Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 15% of the school population tested and contains at least 50 students with valid scores.

Adequate Yearly Progress

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 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 English/Language Arts (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's, 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 chart.

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

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	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2007-08)	-	-
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%

School Leadership

Leadership at Cambria Grammar School is a responsibility shared between district administration, the principal, instructional staff, students, and parents. The district's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with state and district standards. For the past year, leadership duties were assumed by Principal Mrs. Carol Stoner. Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students' needs and comply with district goals.

Staff 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 2006/2007 school year included: Instructional

techniques, student assessment, technology, curriculum development, safety, and others.

Instructional Time (Includes Minimum Days)

For the 2006/2007, Cambria Grammar School offered 180 days of instruction. All instructional time either met or exceeded the daily instructional minute requirements specified in the California Education Code. The table displays a comparison of the number of instructional minutes offered at the school as compared to the state requirement for each grade level.

Instructional Minutes By Grade Level		
	Minutes Required	Actual Minutes
K	36,000	39,600
1st	50,400	52,982
2nd	50,400	52,982
3rd	50,400	52,982
4th	54,000	54,740
5th	54,000	54,740

Library Information

The school's library, staffed by a part/full-time Library Clerk/Library Media Technician/Librarian, provides an extensive variety of reference and special interest materials, in addition to hundreds of educational and recreational books. Students visit the library on a daily/weekly basis with their classes and are encouraged to visit before and after school. Computer workstations within the library are connected to the Internet so students are able to access resources and information online.

Governing Board Members

During the 2005/06 the Coast Unified was governed by the following Board of Education Members:

William Raver, President
 Dianne Brooke, Board Clerk
 Forrest Warren
 Cindy Fratto
 Dr. Robert Gong

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in the cities of Cambria and Morro Bay which contain numerous computer workstations.

Data Sources

Data within the SARC was provided by Coast Unified School District, retrieved from the 2006-07 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). 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.