

Sartorette Elementary School

2023-2024 School Accountability Report Card

(Published During the 2024-2025 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

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

DataQuest



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

California School Dashboard



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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

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

2024-25 School Contact Information	
School Name	Sartorette Elementary School
Street	3850 Woodford Dr.
City, State, Zip	San Jose, CA 95124-3736
Phone Number	(408) 264-4380
Principal	Debbie Stein
Email Address	steind@cambriansd.com
School Website	https://www.cambriansd.org/sartorette
Grade Span	K-5
County-District-School (CDS) Code	43693856046494

2024-25 District Contact Information	
District Name	Cambrian School District
Phone Number	(408) 377-2103
Superintendent	Kristi Schwiebert
Email Address	Schwiebertk@cambriansd.com
District Website	www.cambriansd.org

2024-25 School Description and Mission Statement
Twice selected as a California Distinguished School, Sartorette has earned its long-standing reputation as a close-knit community where every student is known and cared for within an outstanding learning environment that addresses the needs of the whole child. Staff intellectually challenges and enriches the lives of our students, both during the school day and with extended-day programs. We are a rare school in that we provide a variety of whole-child academic enrichment programs. Our Maker Space allows for 45 minutes of STEAM instruction for every class. Our theater program provides 30 minutes of artistic instruction by a professionals. Students receive music instruction and physical education weekly from credentialed teachers in those respective specialties and art class from a credentialed art teacher every three weeks. Separate from PE, students also

2024-25 School Description and Mission Statement

benefit from 30 minutes of specific motor skills instruction and our garden provides a hands-on living lab for our students. The Science Lab allows third, fourth, and fifth graders to further explore hands-on STEM opportunities for an hour each week. Students have access to a well-integrated technology infrastructure with laptops and iPads to enhance their learning. Our new library features up-to-date literature, access to technology, and a multi-use space for learning and collaboration. Now in its 12th year, our Positive Behavioral Intervention Supports (PBIS) program establishes social and behavioral support to ensure a positive learning environment exists for all students. We further promote the well-being of the whole child with a social-emotional curriculum, and a supportive parent community as well. Sartorette is a place where young children grow and thrive, both academically and socially as students are nurtured in an equitable, inclusive, and collaborative environment of high expectations. They are empowered advocates of their own learning, critical thinkers, and academic and social-emotional citizens of character on target to lead independent lives as healthy, innovative communicators, collaborators, problem solvers, and contributors to the global community. Sartorette students will be critical thinkers who are confident, resilient, and persevering problem solvers who demonstrate empathy and equity toward others as they take risks navigating life's challenges. They are ready to reach for the stars!

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	84
Grade 1	43
Grade 2	40
Grade 3	36
Grade 4	43
Grade 5	41
Total Enrollment	287

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.8
Male	50.2
Asian	23
Black or African American	0.7
Filipino	3.8
Hispanic or Latino	39
Native Hawaiian or Pacific Islander	0.7
Two or More Races	11.1
White	21.3
English Learners	20.9
Homeless	0.7
Socioeconomically Disadvantaged	23.7
Students with Disabilities	15.7

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)	24.70	86.09	134.50	90.28	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	2.00	1.34	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	3.48	2.10	1.41	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	1.30	0.91	12115.80	4.41
Unknown/Incomplete/NA	3.00	10.43	9.00	6.05	18854.30	6.86
Total Teaching Positions	28.70	100.00	148.90	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)	11.90	74.84	129.30	90.13	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	6.29	2.60	1.85	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	6.29	1.10	0.81	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	2.10	1.51	11953.10	4.28
Unknown/Incomplete/NA	2.00	12.58	8.10	5.69	15831.90	5.67
Total Teaching Positions	15.90	100.00	143.40	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)	11.70	79.66	122.60	91.16	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.90	1.48	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	1.00	0.74	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.00	6.78	2.10	1.61	11746.90	4.23
Unknown/Incomplete/NA	2.00	13.56	6.70	4.99	14303.80	5.15
Total Teaching Positions	14.70	100.00	134.50	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	1.00	0.00	0
Misassignments	0.00	1.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	1.00	1.00	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	1
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	1

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)	2.60	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

Year and month in which the data were collected		January 2024	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance/2019	Yes	0
Mathematics	K-5: Eureka Math: 2017	Yes	0
Science	FOSS	Yes	0
History-Social Science	Houghton Mifflin	Yes	0
Health	Health Connected (5th Grade)	Yes	0

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

School Facility Conditions and Planned Improvements

The schools are situated on sites of 10 acres or more with classroom size at least 960 square feet in dimension. Each school has a separate staff room with adult restrooms and kitchenette facilities. Playscapes have been replaced and upgraded to code over the past several years at the elementary school sites.

Sartorette Elementary School's cleanliness is maintained by two staff custodians who are assigned to the school with eight-hour shifts. They provide cleanliness and custodial support at the facility. Custodial work is augmented by district maintenance and grounds staff whose job is to maintain the school buildings and grounds. All assured jobs are completed in a timely manner through an automated work order system.

Sartortte School's renovation is completed. This includes new cabinets, carpet, floor tile, blinds and paint in each of the classrooms. Other improvements include new water pipes, an expanded school office, new landscaping and improvements to the multi-purpose room. In 2015, new perimeter fencing was installed. Solar arrays were added in 2015 to meet 85% of the schools electrical needs. Gas lines were replaced two years ago. Current Measure R funding will provide for the upgrading & replacement of classroom HVAC units, replacement of some portable classrooms, and 1 MIL in district-wide technology expenditures. Work commenced during the summer of 2022.

Year and month of the most recent FIT report

1/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Summer 2022 Measure R modernization projects completed. Replaced classroom HVAC systems. Additional HVAC replacements in common areas commencing summer 2023. Centralized control of all site HVAC systems is expected by end of summer 2024
Interior: Interior Surfaces	X			As part of the Measure R funded HVAC upgrades, new counter tops, wall cabinets and floor cabinets have been installed throughout the sites. New sinks and drinking fountains will be installed summer of 2024
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			We have implemented new cleaning schedules, methods and documentation. All custodial staff participate in ENVIROX computer and live training courses. Department holds monthly safety training & regular email communication is used to keep staff up to date on any issues. We have implemented our centralized supply ordering system. Any pest/vermin sightings are immediately reported to District Office, addressed by Clark Pest Control, and documented. Grounds staff maintain trees 5' away from building roofs/walls & shrub branches 2' off of soil & 2' away from building walls.
Electrical		X		Most subpanels and classroom wiring scheduled for evaluation leading to replacement/upgrading as necessary, Solar system requires evaluation leading to possible further additional installations to offset increasing energy costs; many due to new regulations and regional climate challenges. Measure R funding will be used to increase energy efficiency at each site. Elimination of fluorescent lighting in all interior and exterior areas, dimming switches, motion sensor lighting, and centralized lighting controls for each site are currently in process and scheduled to be completed June, 2024, as part of Measure R.

School Facility Conditions and Planned Improvements

Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			All toilets/sinks have been placed on a preventative maintenance schedule, whereby seals are regularly replaced to avoid leaking toilets/faucets. Further ADA upgrades completed through Measure R. Future upgrades including increasing the number of touchless toilets/faucets are scheduled to begin summer of 2024. Ongoing replacement older backflow preventers and standardizing all fixtures.
Safety: Fire Safety, Hazardous Materials	X			Fire safety has been vastly improved as part of the Measure R. funded upgrades. Voice command upgrades have been installed in all five sites lacking voice command features. All District properties recently passed annual Fire Marshall inspections. All combustible fuel is stored in fireproof cabinets. The District will begin properly disposing of old paint by turning it in to a certified paint collection center during summer of 2024.
Structural: Structural Damage, Roofs	X			There exist no known structural damages. Roofs are in overall good shape with a few minor leaks. Substantial roofing replacement will possibly need to occur over the next three to five years.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			<p>Beginning summer of 2024, Measure R funding will provide upgraded field irrigation monitoring systems for early leak detection, moisture sensors for automatic pre and post rain shutoff of sprinklers, and the placement of the most water efficient sprinkler heads. There is an ongoing effort to eliminate unused lawn space at each site. In April 2023, the District replaced most gas powered grounds and custodial equipment with battery operated equipment. In this effort, the District contracted with American Green Zone Alliance (AGZA) for an independent assessment of the District's environmental impact with regards to gas powered grounds and custodial equipment, prior to switching over to battery powered grounds and custodial hand tools.</p> <p>Many playground repairs have been completed to ensure the safety of all site playgrounds, and playground inspections are ongoing. Playground upgrade designs have been completed by Northern California Play Works and District staff. All designs include ADA playground upgrades; pour-in-place (PIP) surfaces and ADA play features. District staff is planning the commencement of these new playground upgrades at all sites as soon as the feasible elements recommended by site staff and community stakeholders has been incorporated into the design, and the District, the site staff and the community stakeholders have agreed, as much as possible.</p>

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)	52	55	67	65	46	47
Mathematics (grades 3-8 and 11)	50	50	61	61	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	122	118	96.72	3.28	55.08
Female	56	56	100.00	0.00	53.57
Male	66	62	93.94	6.06	56.45
American Indian or Alaska Native	0	0	0	0	0
Asian	29	28	96.55	3.45	75.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	50	48	96.00	4.00	39.58
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	14	14	100.00	0.00	71.43
White	23	22	95.65	4.35	59.09
English Learners	21	19	90.48	9.52	21.05
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	33	33	100.00	0.00	45.45
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	16	14	87.50	12.50	28.57

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	122	120	98.36	1.64	50.00
Female	56	56	100.00	0.00	48.21
Male	66	64	96.97	3.03	51.56
American Indian or Alaska Native	0	0	0	0	0
Asian	29	29	100.00	0.00	75.86
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	50	49	98.00	2.00	32.65
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	14	14	100.00	0.00	71.43
White	23	22	95.65	4.35	40.91
English Learners	21	21	100.00	0.00	33.33
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	33	33	100.00	0.00	39.39
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	16	14	87.50	12.50	14.29

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)	46.77	43.90	63.74	67.19	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	41	41	100.00	0.00	43.90
Female	19	19	100.00	0.00	42.11
Male	22	22	100.00	0.00	45.45
American Indian or Alaska Native	0	0	0	0	0
Asian	12	12	100.00	0.00	75.00
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	15	15	100.00	0.00	26.67
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	12	12	100.00	0.00	33.33
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	97.6%	100.0%	100.0%	100.0%	100.0%

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
The Home and School Club (HSC) brings parents, students, and our community together for a variety of activities, including the Monster Bash, Art Show, Talent Show, Field Day, movie nights, family STEM events, cultural events, a school store, and family dining-out events. Several clubs are active at school, including the Girl Scouts, Boy Scouts, and Walking/Jogging Club, Math Club, an an App Creating Club. Our Back To School and Open House evenings are well attended. We have a high attendance rate for fall goal setting conferences. Volunteers opportunities allow parents to help at school and from home as well. Our Home and School Club supports our students and teachers in a myriad of ways, including raising funds to support assemblies, field trips, library, MakerSpace, Starting Arts, and more. Plus, we are always open to parents who want to get involved in ways that extend learning opportunities for students and their families.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	299	294	27	9.2
Female	149	146	14	9.6
Male	150	148	13	8.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	67	67	5	7.5
Black or African American	--	--	--	--
Filipino	12	12	0	0.0
Hispanic or Latino	121	117	16	13.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	32	32	1	3.1
White	62	61	4	6.6
English Learners	69	67	9	13.4
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	87	83	15	18.1
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	55	55	10	18.2

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

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
2.03	2.09	1.67	1.68	2.56	2.06	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	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.67	0.00
Female	1.34	0.00
Male	2.00	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	1.49	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.65	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.61	0.00
English Learners	2.90	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	3.45	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.82	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

Cambrian is a small district with history of providing a safe learning environment. Our Safety Plans are annually updated in collaboration with the community and local law enforcement representatives. We participate, drill, and practice emergency responses, including run-hide-defend, earthquake, and fire drills. Our local fire and police departments regularly visit our

2024-25 School Safety Plan

campus to check on fire and traffic safety. We work with consultant Incident Command System (ICS) to guide us on all emergency-response practices.

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	14	2		
1	17	2		
2	20	1	1	
3	14	2	1	
4	21	1	2	
5	25		2	
Other	6	5		

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	15	3	1	
1	15	1	1	
2	16	1	1	
3	20	1	1	
4	18	1	1	
5	20	1	2	
Other	11	1		

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	13	3	1	
1	21	1	1	
2	17	1	1	
3	18	1	1	
4	22	1	1	
5	21	1	1	
Other	9	1		

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	0.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
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	\$6,144	\$110	\$6,144	\$90,648
District	N/A	N/A	\$4,448	\$101,078
Percent Difference - School Site and District	N/A	N/A	32.0	-10.9
State	N/A	N/A	\$10,771	\$79,413
Percent Difference - School Site and State	N/A	N/A	-54.7	13.2

Fiscal Year 2023-24 Types of Services Funded

- After School Homework assistance
Response to Intervention: tier 2 reading and math intervention
Art Show Coordinator
Activities Coordinator
Music (includes band and choir)
MakerSpace
Theater class
Art class
Drama class
Motor Skills class
Garden
Technology
Library
Science Lab (3rd, 4th, and 5th grade)
Math Club
PE (TK-5th motor skills)
- State and federal funding also supported the following special programs districtwide.
- Title I, Part A: Basic Grant for High-Needs Students
 - Title II, Part A: Improving Teacher Quality
 - Title III, Part A: English Learner and Immigrant Programs
 - Title IV, Part A: Student Support and Academic Enrichment

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	\$69,157	\$51,352
Mid-Range Teacher Salary	\$96,928	\$80,424
Highest Teacher Salary	\$121,190	\$103,442
Average Principal Salary (Elementary)	\$147,459	\$124,852
Average Principal Salary (Middle)	\$155,095	\$135,030
Average Principal Salary (High)	\$0	
Superintendent Salary	\$249,750	\$145,237
Percent of Budget for Teacher Salaries	34%	26%
Percent of Budget for Administrative Salaries	7%	6%

Professional Development

District-wide staff professional development is reflective of students, staff, school, and district's goals and needs. Professional learning activities are designed to engage teachers in learning and implementing best practices that benefit student learning in alignment with district goals. These opportunities for professional learning include the following:

- Grade-level data teams
- TK-8 articulation days (teacher in-service days)
- Weekly District/site/grade level collaboration time (early release days)

Staff development is designed in our primary areas of focus: Common Core math and ELA instructional strategies, English-learner instructional strategies using ELD standards, questioning for critical thinking, and mathematical understanding and problem-solving. Using CCSS assessments, professional development is aligned with district, school, and/or individual-professional needs to ensure teachers have the adequate background, skills, and materials they need to support student learning. When new programs are introduced (e.g. math, science, language arts, social-emotional learning), specific time is dedicated to staff development to ensure the even and effective implementation of the program.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	