2018-19
School Accountability
Report Card

Published January 2020

SAN CAYETANO ELEMENTARY SCHOOL

PRINCIPAL'S MESSAGE

Welcome to San Cayetano School Home of the Eagles!

It is my belief that every child is capable of reaching academic success and I look forward to working with parents/guardians and the community to support student learning so that students can achieve at the highest levels. As a native of Fillmore and being Fillmore High Alumni, I take great pride in serving the students and families of San Cayetano School. I believe in the strength and skills of our staff and in the support of Fillmore Unified School District. I am dedicated to ensuring that each child at San Cayetano School feels valued and safe at school and receives a high quality education. Student safety, student success…academics as well as the social emotional well being of our students, continues to be our priority at San Cayetano School in preparing our students to be 21st Century Learners-College and Career Ready.

Tricia Gradias,

Principal, San Cayetano School

DISTRICT & SCHOOL DESCRIPTION

Fillmore Unified School District
Fillmore Unified School District is located in the city of Fillmore which was founded over one hundred years ago and is currently home to approximately 14,000 residents. It is set in the middle of citrus and avocado groves of inland Ventura County and was founded in 1888 and incorporated in 1914. The district is comprised of four elementary schools, one middle school, one independent study school, one comprehensive high school, and one alternative high school. In 2018-19, Fillmore Unified School District had a total enrollment of 3,785 students including 14.3% in special education, 25.2% English Learners, 0.3% were identified as foster youth, 4% were identified as homeless, and 77.2% economically disadvantaged.

District Vision Statement
Fillmore Unified School District provides a culture of high expectations where every student achieves future success.

District Mission Statement
Every day we develop high performing students who become engaged and productive members of society.

San Cayetano Elementary School
San Cayetano Elementary School serves students in kindergarten through fifth grade following a traditional calendar. At the beginning of the 2018-19 school year, 464 students were enrolled, including 17% in special education, 40.9% qualifying for English Language Learner support, 76.9% qualifying for free or reduced price lunch, and 6% homeless.

Student Enrollment by Student Group and Grade Level 2018-19

Student Group	% of Total Enrollment	Grade Level	# of Students
Black or African American	0.2%	Kindergarten	82
American Indian or Alaskan Native	0.0%	Grade 1	83
Asian	0.0%	Grade 2	77
Filipino	0.0%	Grade 3	70
Hawaiian or Pacific Islander	0.0%	Grade 4	68
Hispanic or Latino	94.6%	Grade 5	84
White	4.7%		
Two or More Races	0.4%		
Socioeconomically Disadvantaged	76.9%		
English Learners	40.9%		
Students with Disabilities	17.0%	Total Enrollment 464	
Homeless	6.0%		
Foster Youth	0.0%		

LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). The following components of this SARC address some of the priorities identified in the District's LCAP:

Conditions of Learning (Basic Services) – State Priority 1: Degree to which teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned Instructional materials and school facilities are maintained in good repair. Covered in Teacher Assignment, including the Teacher Credentials & Misassignments chart; Instructional Materials, including the Textbooks chart; and School Facilities & Maintenance, including the Campus Description and School Facility Good Repair Status charts.

Conditions of Learning (Implementation of State Standards) – State Priority 2: Implementation of academic content and performance standards adopted by the state board for all pupils. Not covered in the School Accountability Report Card.

Parental Involvement – State Priority 3: Efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. Covered in Parent Involvement.

Pupil Achievement – State Priority 4: Performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with a 3 or higher, and share of pupils determined prepared for college by the Early Assessment Program. Covered in California Assessment of Student Performance and Progress, including the CAASPP charts.

Engagement (Pupil Engagement) – State Priority 5: School attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates. Covered in Dropout Rates, including the Dropout chart; and Graduation Rates, including the Graduation Rate chart for high schools only.

School Climate – State Priority 6: Pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, and parents and teachers on the sense of safety and school connectedness. Covered in Discipline & Climate for Learning, including Suspension & Expulsion chart; and School Site Safety Plan.

Conditions of Learning (Course Access) – State Priority 7: Pupil enrollment in a broad course of study that includes all of the subject areas. Not covered in the School Accountability Report Card.

Other Pupil Outcomes – State Priority 8: Pupil outcomes in the subject areas. Covered in Physical Fitness, including the Physical Fitness Test chart.

PARENT INVOLVEMENT

Parents are encouraged to get involved in their child's learning environment by assisting at school events, participating in a decision-making group, or attending school events. Parents stay informed on upcoming events and school activities through Q Parent Connection, Facebook, social media, school newsletters, the school website, the school marquee, flyers, and automated telephone messages. Contact any school office staff member for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer
• Chaperone School Activities
• Classroom Volunteers
• Fundraising

Committees
• School Site Council
• English Learner Advisory Council
• Parent Booster Club

School Activities
• Back to School Night
• Field Trips
• Open House
• Parent Education Workshops
• Parent Institutes
• Student Performances
• VCBH
• Title I Meetings

STUDENT ACHIEVEMENT

Physical Fitness

In the spring of each year, San Cayetano Elementary School is required by the state to administer a physical fitness test to all students in fifth grade. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in all five of the six fitness areas are considered to be physically fit or in the "healthy fitness zone." Comparative District and state results can be found at the CDE's web site www.cde.ca.gov/ta/tg/pf/.

California Physical Fitness Test Results 2018-19		
% of Standards Met:		
4 of 6	5 of 6	6 of 6
Grade Level Fifth		
11.3%	25.4%	15.5%

Note: 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.

California Assessment of Student Performance and Progress (CAASPP)

The California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments (SBAC) for students in the general education population, and the California Alternate Assessments (CAAs) for students with the most significant cognitive disabilities. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS). CAASPP results are a measure of how well students are mastering California's standards in English language arts/literacy (ELA) and mathematics, and are given to grades three through eight and grade eleven.

SBAC tests assess student performance in ELA/Literacy and mathematics utilizing computer-adaptive tests and performance tasks, and CAAs test items are aligned with alternative achievement standards which are linked with the Common Core State Standards (CCSS).

The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the tables, no students met subgroup criteria. More information on CAASPP can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/ca/.

California Assessment of Student Performance and Progress Test Results in Science
All Students
Percentage of Students Meeting or Exceeding the State Standards

	SCES		FUSD		CA	
	17-18	18-19	17-18	18-19	17-18	18-19
Science (Grades 5, 8, & 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

California Assessment of Student Performance and Progress
Test Results in English Language Arts/Literacy (ELA) and Mathematics in Grades 3-8

Percentage of Students Meeting or Exceeding the State Standards

	SCES		FUSD		CA	
	17-18	18-19	17-18	18-19	17-18	18-19
English-Language Arts/Literacy	18	20	28	28	48	48
Mathematics	16	15	17	17	37	37

Note: Percentages are not calculated 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.

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. San Cayetano Elementary School's original facilities were built in 1957; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff.

2018-19 Campus Improvements:
- Painting projects to the exterior of the campus
- Installation of new carpet in all classrooms
- Installation of a shade structure outside the cafeteria

Campus Description

Year Built	1957
Acreage	9
Bldg. Square Footage	46068
	Quantity
# of Permanent Classrooms	24
# of Portable Classrooms	8
# of Restrooms (student use)	5 sets
Computer Lab	2
Library	1
Multipurpose Room	1
Music Room	1
Science Lab	1
Speech/Language Room	1
Staff Lounge	1
Playground	1

CAASPP Test Results in ELA & Mathematics by Student Group (Grades 3-8)
2018-19

	English Language Arts/Literacy					Mathematics				
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	219	214	97.72%	2.28%	20.09%	219	214	97.72%	2.28%	15.42%
Male	121	117	96.69%	3.31%	20.51%	121	117	96.69%	3.31%	17.09%
Female	98	97	98.98%	1.02%	19.59%	98	97	98.98%	1.02%	13.40%
Hispanic or Latino	209	205	98.09%	1.91%	19.51%	209	205	98.09%	1.91%	14.63%
White	--	--	--	--	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	171	168	98.25%	1.75%	15.48%	171	169	98.83%	1.17%	12.43%
English Learners	112	110	98.21%	1.79%	16.36%	112	111	99.11%	0.89%	12.61%
Students with Disabilities	36	35	97.22%	2.78%	5.71%	36	35	97.22%	2.78%	0.00%
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--

Note: ELA & Mathematics test results include the Smarter Balanced 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.

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.

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.

Facilities Maintenance

District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority.

Every morning before school begins, the custodians inspect facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. A team of two full-time and one part-time custodians are assigned to San Cayetano Elementary School and are responsible for cleaning of the following:

• Restrooms
• Cafeteria Setup/Cleanup
• General Cleaning & Custodial Functions
• Classrooms
• Office Areas
• Library
• Cafeteria

Restrooms are checked throughout the day for cleanliness and subsequently cleaned as needed. The principal communicates with the lead day custodian daily concerning maintenance and school safety issues.

Facilities Inspections

The district's maintenance department inspects San Cayetano Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). San Cayetano Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on August 7, 2019. During fiscal year 2018-19, all restrooms were fully functional and available for student use.

Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, and during lunch time, yard supervisors monitor activity throughout the campus, entrance areas, and playground. At the end of the day, the principal, the counselor, and teachers supervise dismissal and ensure a safe departure from the campus.

San Cayetano Elementary School is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for San Cayetano Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, dress code policy, and bully prevention policy. The school's most recent school safety plan was reviewed, updated, and shared with school staff in October 2019.

Campus culture promotes a secure learning environment. All persons are to be treated with dignity and respect. The district, schools, students, parents/guardians and community have an obligation to promote mutual respect and safe, harmonious relations that support dignity and equality. Bullying and harassment are not tolerated. The school district has policies, procedures, and practices in place that are designed to reduce and eliminate bullying and harassment as well as processes and procedures to address incidents of bullying and harassment when they occur. Students and their parents receive information annually regarding district policies concerning anti-bullying and harassment.

CLASSROOM ENVIRONMENT

Discipline & Climate for Learning

San Cayetano Elementary School's discipline policies are based upon Positive Behavior Intervention and Supports (PBIS), a multi-tiered approach to social, emotional and behavior support. This schoolwide positive behavior management plan is used as a guide to develop school rules, develop behavior management programs, promote responsibility, promote respect, and minimize classroom disruptions. Teachers clearly identify and explain behavior expectations to their students and discuss consequences for poor or disruptive behavior in the classroom. Administrators lead assemblies and visit classrooms to reinforce the importance of following school rules and making responsible, respectful behavior choices.

Suspensions and Expulsions									
	SCES			FUSD			CA		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Suspensions (%)	2.40%	1.10%	1.20%	5.10%	3.60%	5.30%	3.60%	3.50%	3.50%
Expulsions (%)	0.00%	0.00%	0.00%	0.25%	0.23%	0.20%	0.09%	0.08%	0.10%

School Facility Good Repair Status				
Item Inspected				Repair Status
Inspection Date: August 7, 2019	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Systems	✓			
Interior Surfaces	✓			
Cleanliness	✓			
Electrical	✓			
Restrooms / Fountains	✓			
Safety	✓			
Structural	✓			
External	✓			

Overall Summary of School Facility Good Repair Status			
	Exemplary	Good	Fair	Poor
Overall Summary	✓			

Percentage Description Rating:

Exemplary: The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

Class Size

The Average Class Size and Class Size Distribution table in this report illustrates the distribution of class sizes by subject area, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students. Calculations exclude classrooms of 50 or more students.

Average Class Size and Class Size Distribution				
2016-17				
Grade Level	Average Class Size	Number of Classes*		
		1-20	21-32	33+
K	24.0		3	
1	23.0		3	
2	5.0	1		
3	25.0		6	
4	25.0		2	
5	30.0		3	
2017-18				
K	18.0	2	3	
1	23.0		3	
2	22.0		3	
3	21.0	1	2	
4	30.0		2	
5	30.0		3	
Other**	9.0	1		
2018-19				
K	19.0	1	3	
1	24.0		3	
2	25.0		3	
3	22.0		3	
4	30.0		2	
5	29.0		3	
Other**	9.0	3		

Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.*

CURRICULUM & INSTRUCTION

Staff Development

All curriculum and instructional improvement activities at Fillmore Unified School District are aligned to the California State Standards. Professional development concentrations are selected and identified based on district focus and California State Standards implementation. During the 2017-18, 2018-19, and 2019-20 school years, San Cayetano Elementary School's teaching staff participated in districtwide professional development training focused on:

Number of School Days/Topics Dedicated to Staff Development & Continuous Improvement	
2017-18	3 days
Positive Behavior Intervention and Support (PBIS) Math Coherence Mapping Sobrato Early Academic Language (SEAL) Program ELPAC (ELD Assessment) Active Shooter Training	
2018-19	4 days
Positive Behavior Intervention and Support (PBIS) Active Shooter/First Aid Training	
2019-20	4 days
Common Formative Assessments Data Collection NCPI Smartboard Swun Mathematics Turn-It-In Woodcock Johnson	

The district supplements site-level professional development to follow up and support year-round and ongoing programs centered around reading, writing, and mathematics that is tied to either specific strategies to improve student learning or training focused on district-adopted curriculum materials. Supplemental professional development is offered throughout the school year on early student release days, after school, on designated staff development days, and during substitute release time. District staff work with school site administrators and teaching staff to provide support and training to ensure the successful implementation of the California Standards. During the 2017-18, 2018-19, and 2019-20 school years, San Cayetano Elementary School's teaching staff had the opportunity to participate in district offered supplemental professional development training focused on:

2017-18 Supplemental Professional Development
• Seal/Unit Development Days (ELA/ELD/HISS/Science Integration)
• Daily 5 (Early Literacy)
• Fountas and Pinnell (Early Literacy)
• ELPAC (ELD Assessment)
• Positive Behavior Intervention and Support (PBIS)
• Learning Dynamics (Early Literacy)
• AVID Excel (ELD)
• English Language Development (ELD)

2018-19 Supplemental Professional Development
• Leveled Literacy Intervention (LLI) Training (Mild Moderate)
• Positive Behavior Intervention and Support (PBIS)
• SWUN Math
• Unit Development Days
• Technology Training
• Illuminate Training
• Benchmark Assessment Training
• ELD Coaching

2019-20 Supplemental Professional Development
• SWUN Math
• Positive Behavior Intervention and Support (PBIS)
• CHAMPS

Supplemental site-based professional development and collaboration takes place throughout the year during release time, after school, and during staff meetings. San Cayetano Elementary School's site-based professional development activities were identified based on district initiatives and staff input to identify topics which were then discussed at staff meetings throughout the year. Teacher training and collaboration concentrations are identified through analysis of student performance data and observation of classroom practices. During the past three years, San Cayetano Elementary School's site-based professional development has been focused on SWUN Math, PBIS/CHAMPS, PLC's, and SEAL. Core departments received individualized training relevant to their specific area of teaching through the Ventura County Office of Education.

Fillmore Unified School District and the Ventura County Superintendent of Schools jointly support new and veteran teachers in developing their teaching skills through the New Teacher Induction Program. The Teacher Induction program is a state-approved program that offers first and second year teachers comprehensive support and training for new teachers with a preliminary credential; after successful completion of the two-year induction training, teachers may apply for their clear teaching credential.

Staff members are encouraged to attend professional workshops and conferences. New teachers, experienced teachers, mentor/teacher leaders, administrators, and support staff are encouraged to participate in workshops sponsored by the Ventura County Superintendent of Schools as well as the Fillmore Unified School District. Profession and subject specific offerings are consistent with the California State Standards. Classified support staff may receive job-related training through faculty meetings supported by district input and independent efforts; training activities and workshops are designed to enhance and extend job performance.

Instructional Materials

All textbooks used in the core curriculum are aligned to the California State Standards. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's adoption cycle for core content materials (English/Language Arts, math, science, and social science).

On September 3, 2019, the Fillmore Unified School District Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution #19-20-04 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English Learners, in the district to the extent that each pupil, including English Learners, has a standards-aligned textbook and/or instructional materials to use in class and to take home, which may include materials in a digital format but shall not include photocopied sheets from only a portion of a textbook or instructional materials copied to address a shortage, (2) that all students who are enrolled in the same course within the district have standards-aligned textbooks or instructional materials from the same adoption cycle, (3) sufficient textbooks and instructional materials were provided to each student, including English Learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/Language Arts, including the English Language Development component of an adopted program, 4) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and 5) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12, inclusive.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2019-20 school year, Fillmore Unified School District provided each student, including English Learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum framework.

PROFESSIONAL STAFF

Counseling & Support Staff

San Cayetano Elementary School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to San Cayetano Elementary School's students.

Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Academic Counselors and Other Support Staff 2018-19		
	No. of Staff	FTE*
Academic Counselor	0	0.0
Library Clerk	1	0.6
Psychologist	1	0.6
Speech/Language/Hearing Specialist	1	1.0
Resource Specialistist (non-teaching)	1	1.0
Counselor	1	0.8

One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time.

Textbooks			
Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
Reading/Language Arts			
2002	No	SRA: Open Court	0%
Math			
2013	Yes	MacMillan McGraw Hill: My Math	0%
Science			
2007	Yes	MacMillan McGraw Hill: California Science	0%
Social Science			
2007	Yes	Pearson Scott Foresman: History-Social Science for California	0%

Teacher Assignment

During the 2018-19 school year, San Cayetano Elementary School had 24 teachers who met all credential requirements in accordance with state guidelines. The chart below identifies the number of teachers at both the school and district who are 1) fully credentialed; 2) without full credentials; 3) teaching outside subject area of competence; 4) misassignments for English learners; 5) total teacher misassignments; and 6) vacant teacher positions. The term "misassignments" refers to the number of positions filled by teachers who lack legal authorization to teacher that grade level, subject area, student group, etc.

Teacher Credentials and Assignments						
	SCES			FUSD		
	17-18	18-19	19-20	17-18	18-19	19-20
Total Teachers	24	24	26	179	175	177
Teachers with Full Credential	24	24	26	178	175	177
Teachers without Full Credential	0	0	0	1	0	0
Teaching Outside Subject Area (with full credential)	0	0	0	5	7	7
Misassignments of Teachers of English Learners	0	0	0	0	0	0
Total Teacher Misassignments*	0	0	0	0	0	0
Teacher Vacancies	0	0	0	0	1	1

*Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. *Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.*

DISTRICT EXPENDITURES

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2017-18 salary comparison data was the most recent data available at the time this report was published.)

Expenditures Per Student

For the 2017-18 school year, Fillmore Unified School District spent an average of $12,146 of total general funds to educate each student (based on 2017-18 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding expenditures and salaries can be found at the CDE web site at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the following table reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures).

Teacher and Administrative Salaries 2017-18		
	FUSD	State Average of Districts in Same Category
Beginning Teacher Salary	43,662	46,208
Mid-Range Teacher Salary	73,696	72,218
Highest Teacher Salary	92,962	92,742
Average Principal Salaries:		
Elementary School	114,158	134,864
Middle School	126,072	118,220
High School	131,121	127,356
Superintendent Salary	202,910	186,823
Percentage of Budget For:		
Teacher Salaries	30	33
Administrative Salaries	6	6

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Expenditures Per Pupil and School Site Teachers Salaries 2017-18					
Dollars Spent Per Student					
Expenditures Per Pupil	SCES	FUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	9,264	N/A	N/A	N/A	N/A
Restricted (Supplemental)	3,092	N/A	N/A	N/A	N/A
Unrestricted (Basic)	6,172	6,238	98.9%	7,507	82.2%
Average Teacher Salary	78,309	71,712	109.2%	72,949	107.3%

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

In addition to general fund state funding, Fillmore Unified School District receives state and federal categorical funding for special programs. For the 2017-18 school year, the district received categorical, special education, and support programs funds for:

- After School Education and Safety (ASES)
- Agricultural Career Technical Education Incentive
- California Clean Energy Jobs Act
- Career & Technical Education Programs
- Education Protection Account
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Other Local: Locally Defined
- Special Education
- State Lottery
- STRS On-Behalf Pension Contributions
- Title I, II, III
- Tobacco-Use Prevention Education
- Williams Case Settlement

SARC DATA & INTERNET ACCESS

DataQuest

DataQuest is an online data tool located at http://dq.cde.ca.gov/dataquest/ that contains additional information about San Cayetano Elementary School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability, including but not limited to, CAASPP results, Physical Fitness results, Suspensions and Expulsions, Dropout & Graduation Rates, enrollment, and staffing statistics.

Public Internet Access Location

Parents may access San Cayetano Elementary School's SARC and access the internet at any of the county's public libraries. The closest public library to San Cayetano Elementary School is the Fillmore Library, a branch of Ventura County Library.

Address: 502 2nd Street, Fillmore, CA
Phone Number: (805) 524-3355
Web Site: www.vencolibrary.org
Number of Computers Available: 6

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Fillmore Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials section was acquired oin November 2019 and the school facilities section was acquired in December 2019.