

Cayucos Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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, 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 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.

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).

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.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Cayucos Elementary School
Street	301 Cayucos Drive
City, State, Zip	Cayucos
Phone Number	(805) 995-3694
Principal	Elizabeth Villalobos
Email Address	lvillalobos@cayucosschool.org
Website	www.cayucosschool.org
County-District-School (CDS) Code	40687260000000

Entity	Contact Information
District Name	Cayucos Elementary School District
Phone Number	(805) 995-3694
Superintendent	Scott Smith
Email Address	lvillalobos@cayucosschool.org
Website	www.cayucosschool.org

School Description and Mission Statement (School Year 2019-20)

Principals Message

The School Accountability Report Card, issued by local school boards for every school in the state, provides parents and the community with a variety of information about the school, its resources, its successes, and the areas in which improvements are needed. The information contained in this report card (SARC) is for the 2017 - 2018 school year. As you read through this report for Cayucos Elementary School, I believe you will find that our school has a solid record of achievement, a faculty that is professionally skilled and personally committed to meeting the learning needs of students, and a student body that is motivated to perform well. You may request additional information regarding the SARC by calling the school office.

School Description and Mission Statement

Cayucos Elementary School is located on a hill overlooking the Pacific Ocean about half way between San Francisco and Los Angeles. We currently serve 183 students in transitional kindergarten through eighth grade. There is tremendous community support for the programs offered. Students not only receive academic instruction in the common core state standards, but also have regularly scheduled classroom time in physical education, music, art, and drama which are taught by credentialed teachers. Each grade level has technology integrated in a grade-appropriate approach. Our 1st through 8th grades have 1:1 Chromebook programs and our TK/Kindergarten grades have a variety of devices available to support instruction.

At Cayucos Elementary School every student is welcomed, inspired, and challenged.

Cayucos Elementary School District includes families and the community to support individual potential and guide students to become critical thinkers in a global culture. In our safe, healthy, caring, and interactive environment, students are taught to respect themselves, others, and the planet.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	16
Grade 1	22
Grade 2	20
Grade 3	21
Grade 4	22
Grade 5	16
Grade 6	25
Grade 7	21
Grade 8	17
Total Enrollment	180

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.6
Asian	0.6
Filipino	0.6
Hispanic or Latino	24.4
White	66.1
Two or More Races	7.2
Socioeconomically Disadvantaged	43.9
English Learners	3.3
Students with Disabilities	11.7
Homeless	

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	18	17	17	17
Without Full Credential	0	0		
Teaching Outside Subject Area of Competence (with full credential)	1	2	2	2

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	1	2	2
Vacant Teacher Positions	0	0	0

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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: 01/2020

Cayucos Elementary School sets a high priority upon ensuring there are sufficient State approved textbooks available for all students. Parents are encouraged to participate in the textbook review process by previewing textbooks and making comments to the adoption committee. English/Language Arts textbook series was reviewed and piloted 2016-2017 for 2017-2018 adoption. A review of Social Studies Curriculum took place for grades Kindergarten through eighth grade. New Kindergarten - fifth grade Social Studies curriculum adopted for 2019-2020. Middle School pilot of Social Studies currently taking place and purchase of curriculum will take place in February 2020. This review provided information for purchase of new curriculum materials in the 2018-2019 and 2019-2020 school years. Cayucos Elementary School is currently (2019-2020) piloting several Science curriculum options to align with the new state standards (NGSS).

In addition to standard State-approved textbooks, Cayucos Elementary School students have access to an abundance of other instructional support material. Our school's library is well supplied, and there is an ongoing program to purchase new books on a regular basis. All purchases are carefully considered in terms of how well they will support our total instructional program and meet the needs of our students.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill-Wonders/StudySync 2017	Yes	0
Mathematics	McGraw Hill/Houghton Mifflin 2014	Yes	0
Science	McGraw-Hill 2008/Glencoe 2007	Yes	0
History-Social Science	Studies Weekly 2019 (Elementary)/Harcourt 2007(Middle School)	Yes	0
Health	Macmillian/McGraw-Hill 2005	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Pride is evidenced on our campus by how neat and tidy students are keeping the grounds. The passage of our bond in fall 2005 allowed the district to build a new school. The Maintenance and Operations Department has done an exceptional job of maintaining the buildings and grounds. At this time, all classrooms have high speed Internet access, we have a multi-purpose gymnasium, a music room with a stage, and only one portable classroom. Our library has over 4,000 texts, and is continually updated and also includes a Maker Space area.

All after-hours custodial and maintenance is completed by contracted service providers. Staff and students contribute significantly to the cleanliness of our campus through education and awareness programs. We are working towards a zero waste goal in our cafeteria. Solar Panels have been placed at the school bus barn and all indoor school classroom and office building have been updated with more efficient lighting systems. Everyone is proud of our clean and safe school.

The data used to make the determination of the school being in good repair comes from a completed Interim Evaluation Instrument, including the date of the school site inspection by the County Office of Education, the Interim Evaluation Instrument completion date, and the date of any remedial action taken or planned. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: October, 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

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, which 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); and
- 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.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	63	66	63	66	50	50
Mathematics (grades 3-8 and 11)	51	54	51	54	38	39

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.

Note: 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.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	123	114	92.68	7.32	65.79
Male	54	50	92.59	7.41	56.00
Female	69	64	92.75	7.25	73.44
Black or African American					
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	33	30	90.91	9.09	46.67
Native Hawaiian or Pacific Islander					
White	78	74	94.87	5.13	74.32

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	58	51	87.93	12.07	52.94
English Learners	11	10	90.91	9.09	20.00
Students with Disabilities	16	13	81.25	18.75	30.77
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

Note: 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 CAAs divided by the total number of students who participated in both assessments.

Note: 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.

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 Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	123	114	92.68	7.32	54.39
Male	54	50	92.59	7.41	54.00
Female	69	64	92.75	7.25	54.69
Black or African American					
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	33	30	90.91	9.09	50.00
Native Hawaiian or Pacific Islander					
White	78	74	94.87	5.13	58.11
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	58	51	87.93	12.07	45.10
English Learners	11	10	90.91	9.09	50.00
Students with Disabilities	16	13	81.25	18.75	15.38
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless	--	--	--	--	--

Note: 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.

Note: 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.

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 Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: 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.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	13.3	6.7	80.0
7	15.8	31.6	42.1

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.

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 for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

Cayucos Elementary School encourages parents and community members to be active participants in all aspects of school. Through our PTA, School Site Council (SSC)/LCAP Committee, Cayucos Educational Foundation, and service organizations, such as, Cayucos Rotary Club, Lions/Lioness Clubs, Cayucos Garden Club and Cayucos Seniors, there are many opportunities to be active supporters of our students and school. Our PTA and SSC/LCAP Committee allow parents to be directly involved in providing students with activities and programs in over 20 areas, such as art, drama, music, classroom volunteers, aquatic safety, and physical education. Stakeholder groups organize and provide numerous volunteers for classrooms, special activities, and events throughout the year. Students are supported through leadership training, Friday Night Live activities, service learning, assemblies, and positive school climate activities. The Cayucos Educational Foundation is a nonprofit organization, which supports all non-fully funded aspects of student educational need such as technology and the arts. Our service organizations provide volunteer time, funds, and/or facilities for student support at Cayucos Elementary School. For more information about parent involvement contact Scott Smith, Superintendent, at (805) 995-3694.

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

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	1.4	4.2	2.1	1.4	4.2	2.1	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Cayucos Elementary School is committed to providing students with a safe learning environment. A School Safety Committee meets regularly to review safety issues and recommend improvements. The committee is comprised of a parent representative, a teacher, the school maintenance staff, the nurse and the principal. Safety in-service training and assemblies for both the staff and students are planned throughout the year. The School Board, SSC, PTA, and local government agencies are annually presented with the reviewed Safety Plan. A variety of types of safety drills are conducted monthly. Our students feel safe and understand the school supports their safety at all times. School vandalism and crime is reported monthly to the State of California. School vandalism and crime at Cayucos Elementary School are extremely low. Our Character Counts, Buddy programs and counseling opportunities improve the ability of our students to discuss and solve peer issues and conflicts.

Last Review and Updated:

January 2019

Last Discussed with Staff:

August 2019

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	19	1			18	1			16	1		
1	22		1		17	1			22		1	
2	24		1		20	1			20	1		
3	16	1			25		1		21		1	
4	29		1		16	1			22		1	
5	21		1		22		1		16	1		
6	18	2	5		22		6		21	2	4	
Other**												

*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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	900.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	2.0

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	16861.42	3549.90	13320.52	\$67,280.00

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
District	N/A	N/A	13320.52	\$67,280.00
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$7,506.64	\$64,941.00
Percent Difference - School Site and State	N/A	N/A	55.8	3.5

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

Programs and supplemental services are provided for a wide variety of students. Some must be earned through good citizenship and others are provided based on need, academics and character building. Among the school site sponsored activities are Associated Student Body, Athletics, Interact Club, Friday Night Live, Red Ribbon Week, Character Counts, Fabulous Falcons, Golden Falcon, and the GREAT program.

Other programs for our students include Special Education, speech therapy, counselors, Title 1, SIPPS, Achieve3000, English Language Learners. Additional services are contracted through the County Office of Education or neighboring Districts: psychologist, vision specialist, and occupational and physical therapists. Support services include: part-time school nurse, speech therapy, hearing, vision, dental, and scoliosis screening. Students with special needs have access to the Special Education program and most of them are provided services at our school site. Other students may attend schools in San Luis Obispo County as determined by their specific needs. Meeting the needs of all students is a priority at Cayucos Elementary School.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,204	\$45,252
Mid-Range Teacher Salary	\$71,412	\$65,210
Highest Teacher Salary	\$95,972	\$84,472
Average Principal Salary (Elementary)	\$97,872	\$107,614
Average Principal Salary (Middle)	\$0	\$112,242
Average Principal Salary (High)	\$0	\$
Superintendent Salary	\$139,050	\$124,686
Percent of Budget for Teacher Salaries	32%	31%
Percent of Budget for Administrative Salaries	7%	7%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

Professional development opportunities for teachers are readily made available through the district, outside resources, and the County Office of Education. Each year staff is involved in choosing staff development needs. The district takes full advantage of minimum days and staff development time allocated in the state budget. During minimum days and staff development time, classified staff often also receives training in areas of student safety and student instruction/intervention. Individual teachers work with the principal to set teacher's improvement goals. Teacher-principal interaction is frequent, cooperative and positive.

For beginning teachers the Teacher Induction Program hosted by the San Luis Obispo County Office of Education, which is negotiated with the certificated (teaching) staff. This enhances our current evaluation, training, support processes, and staff development. A large portion of the professional development time is currently focused technology integration, and social/emotional learning. Teachers are encouraged to attend professional development opportunities that most meets their needs both during and outside of school time. Teachers make a request to the principal and are offered assistance with making arrangements. The principal shares information regarding professional development opportunities as available.