

Cayucos Elementary School District
Cayucos Elementary School
 2008-2009 School Accountability Report Card

301 Cayucos Drive
 Cayucos, CA 93430-1036

**Grades
 Served: K-8**

(805) 995-3694
 (805) 995-2876 FAX



Principal's 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 school year 2007-08. As you read through this report for Cayucos Elementary School, I believe you will find that our school has a solid record of improvement, 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 School is located on a hill overlooking the Pacific Ocean about half way between San Francisco and Los Angeles. We serve 175 students in kindergarten through eighth grade. There is tremendous community support for the programs offered. There are 14 teachers whose time with district averages more than 16 years.

The Mission of Cayucos School is to provide each student with a rich well-rounded education that emphasizes personal responsibility and citizenship skills. We have high expectations for all students. We prepare our students to assume productive roles in society and enable them to explore future opportunities. Together, the staff, parents and community of Cayucos are committed to promoting each child's positive self esteem by creating a school environment that is nurturing, safe and responsive to the individual needs of each student. At Cayucos School we believe that every child is an important person.

George Erdelyi
 Superintendent/Principal
 gerdelyi@slocoe.org

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District Office

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Opportunities for Parental Involvement

Cayucos School encourages parents and community members to be active participants in all aspects of school. Through our PTA, School Site Council (SSC), Cayucos Education Foundation, Cayucos Youth Coalition, and service organizations, such as Cayucos Art Association and Lions/Lioness Clubs, there is ample opportunity to be active participants and supporters of our students and school. Our PTA and SSC allow parents to be directly involved in providing students with activities and programs in over 20 areas, such as art, drama, classroom vouchers, swim safety, and physical education. Both groups organize and provide numerous volunteers for classrooms, special activities, and events throughout the school year. Cayucos Youth Coalition members support students through leadership training, Club Live activities, service learning, and asset development projects. The Cayucos Education Foundation is a nonprofit organization which supports all not fully funded aspects of student educational need. Our service organizations, the Cayucos Art Association, Lions/Lionesses Clubs, and seniors all provide volunteer time, funds, and/or facilities for student support at Cayucos School. For more information about parent involvement contact George Erdelyi, Superintendent/Principal at (805) 995-3694.

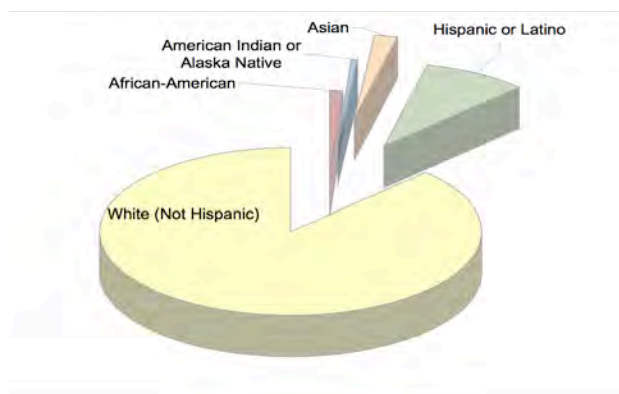
Enrollment and Demographics

Data reported are the number of students in each grade level as reported by the California Basic Educational Data System (CBEDS).

Grade Level	Enrollment
Kindergarten	11
Grade 1	16
Grade 2	20
Grade 3	22
Grade 4	21
Grade 5	18
Grade 6	24
Grade 7	23
Grade 8	20
TOTAL	175

Data reported are the number and percent of students in each racial/ethnic category as reported by CBEDS.

Racial/Ethnic Category	Number of Students	Percent of Students
African-American	2	1.1
American Indian or Alaska Native	1	0.6
Asian	3	1.7
Hispanic or Latino	15	8.6
White (Not Hispanic)	148	84.6
Multiple or No Response	6	3.4



Socioeconomically disadvantaged students comprise 15% of the student population at Cayucos, English Learners comprise 3%, and students with disabilities comprise 7%.

Homework

At Cayucos Elementary homework is a fundamental part of the learning process that helps to develop basic academic and study skills as well as promote student responsibility and self-discipline. Homework is regularly assigned for all grade levels and major subject areas. Each teacher determines the appropriate measure of homework for his or her students. Students are expected to complete their homework assignments in a timely manner and to the best of their abilities. Parents are encouraged to provide a supportive environment for homework activities and to be responsible for reviewing homework assignments with their children.

Data included in this School Accountability Report Card (SARC) are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site www.cde.ca.gov/ta/ac/sa/definition_s04.asp. Most data presented in this report were collected from the 2006-07 school year or from the two preceding years (2004-05 and 2005-06). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2005-06.

School Instruction and Leadership

The overall quality of the leadership and instructional programs at Cayucos School is excellent. The curriculum is appropriately aligned with State Frameworks and model curriculum guidelines for all subjects. Students learn at Cayucos, as evidenced by their achievements and performance. Various parent surveys consistently indicate strong parent satisfaction with Cayucos School's instructional program. Parents also indicate that they believe Cayucos School provides a nurturing environment for children and has a concerned staff dedicated to the emotional well being of students. The results of the survey indicate that parents are pleased both with the academic and developmental achievement of their children. Cayucos School operates in an atmosphere of shared decision making and mutual respect for all. Parents and community members have ample opportunity to provide input into our schools planning processes and to be involved with students. We have a very active PTA and School Site Council that provide student support in the areas of visual and performing arts, student enrichment projects and programs, classroom support and extracurricular activities. In 2007-08 PTA/SSC supported school in all these areas to the tune of \$ 16,300 and \$ 38,430 respectively. PTA/SSC communicates with parents and community members regularly with monthly meetings and frequent written bulletins.

School Facility Conditions – General Information

We are happy to say many facilities improvements have improved the a positive and supportive environment at Cayucos School. Increased pride is evidenced by our neat and tidy campus. We are currently working with the State to fund a new multi-use facility and classrooms through Joint Use and Modernization Funding. The passage of our bond in the fall 2005 will allow the district to build a new school in the near future. Ninety percent of all current facilities are modular or portable buildings with an average age of 40 years. The entire school sits on 3.8 acres of land. We currently have no gymnasium, although our athletic fields and playground are adequate. All classrooms have high-speed Internet access and we have two technology labs for both K-5 and 6-8 grades. Our library has over 4,000 texts, and has been completely updated in the last five years.

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. Everyone is proud of our clean and safe school.

Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary		✓		

Promoting a Positive Learning Environment

At Cayucos School we have a well-defined schoolwide discipline policy emphasizing the positive. We believe every child is a very important person. Our school offers personalized staff-student interaction that promotes a stimulating learning climate for all students. We have high expectations for our students and emphasize the importance of each student's personal responsibility and good citizenship. Students are held accountable for their behavior through a Citizenship Check discipline policy. We recognize students who follow the rules and who are models for others through our Falcon Award program. Many activities are planned to reward students who demonstrate positive self-discipline and good citizenship. Positive lifestyles and personal self-esteem are promoted through such schoolwide programs as: ASB, Club Live, Asset Development, Community Youth Coalition, and Red Ribbon Week; Peace Builders and the DARE program for grades K-6; and through the Quest program in the upper grades. Parent surveys indicate an overwhelming satisfaction with the way school discipline is handled. At Cayucos School we care about your child, and we see students who care about each other and their school.

School Facility Conditions – Results of Inspection and Evaluation

Data reported are the determination of good repair as documented in a completed Interim Evaluation Instrument, including the school site inspection date, 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.

Interim Evaluation Instrument Part	Facility in Good Repair		Deficiency and Remedial Actions Taken or Planned
	Yes	No	
Gas Leaks	✓		
Mechanical Systems	✓		
Windows/Doors/Gates (interior and exterior)	✓		
Interior Surfaces (walls, floors, and ceilings)	✓		
Hazardous Materials (interior and exterior)	✓		
Structural Damage	✓		
Fire Safety	✓		
Electrical (interior and exterior)	✓		
Pest/Vermin Infestation	✓		
Drinking Fountains (inside and outside)	✓		
Restrooms	✓		
Sewer	✓		
Playground/School Grounds	✓		
Other	✓		

Suspensions and Expulsions

Data reported are the number of suspensions and expulsions. The rate of suspensions and expulsions is the total number of incidents divided by the school's total enrollment as reported by CBEDS for the given year. In unified school districts, a comparison between a particular type of school (elementary, middle, high) and the district average may be misleading. Schools have the option of comparing their data with the district-wide average for the same type of school.

	School			District		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Number of Suspensions	14	2	4	14	2	4
Number of Expulsions	0	0	0	0	0	0

School Safety Plan

Cayucos 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 person, and the principal. Safety in-service trainings and assemblies for both the staff and students are planned throughout the year. The Board, SSC and PTA are presented with the reviewed Safety Plan annually. In May 2001, the Safety Committee conducted a full disaster response simulation and in fall 2001, revised the existing plans accordingly. In 2006-07, we conducted an intruder-on-campus drill and revised appropriate sections of our District Safety Plan. Our students feel safe and understand that our 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 school are extremely low. Our Peace Builders Program (PAXIS) and Buddy programs improve the ability of our students to discuss and solve peer issues and conflicts.

Last Review and Update:
March 11, 2008
Last Discussed with Staff:
April 30, 2008

Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) program, students in grades 2-11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) and a norm-referenced test (NRT). The CST tests English-language arts and mathematics in grades 2-11, science in grades 5, 9, 10, and 11, and history-social science in grades 8, 10, and 11. The NRT tests reading, language, and mathematics in grades 2-11, spelling in grades 2-8, and science in grades 9-11.

CST - All Students

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	72	66	71	72	66	71	42	43	46
Mathematics	75	67	74	75	67	74	40	40	43
Science	74	85	73	74	85	73	35	38	46
History-Social Science	78	73	60	78	73	60	33	33	36

CST - Racial/Ethnic Groups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

	Hispanic or Latino	White (not Hispanic)
English-Language Arts	72	74
Mathematics	83	74
Science	*	74
History-Social Science	*	57

CST – Subgroups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities
English-Language Arts	63	76	*	57	*
Mathematics	73	73	*	67	*
Science	56	89	*	*	*
History-Social Science	36	*	*	*	*

California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA results for each grade and proficiency level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal.

* To protect student privacy, scores are not shown when the number of students tested is 10 or less.



California Physical Fitness Test

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards). Detailed information regarding the California Physical Fitness Test may be found at the California Department of Education Web site at www.cde.ca.gov/ta/tg/pf/.

	Percent of Students Meeting Fitness Standards		Percent of Students Meeting Fitness Standards
Grade 5	33.29	Grade 7	52.39

Academic Performance Index (API)

The Academic Performance Index (API) is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

API Ranks

A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state or when compared to statistically matched "similar schools", while a rank of 10 means that the school has an API score in the highest 10 percent.

API Rank	2005	2006	2007
Statewide	9	9	9
Similar Schools	9	7	7

API Changes by Student Group

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Schoolwide API

Groups	Actual API Change			API Score
	2005-06	2006-07	2007-08	2008
All Students at the School	13	-15	6	873
White (not Hispanic)	6	-14	17	882
Socioeconomically Disadvantaged	---	---	---	*
English Learners	---	---	---	*
Students with Disabilities	---	---	---	*

Subgroup APIs and Targets: In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and Socio-economically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

Percent Tested: In order to be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2-8 and high schools must test at least 90 percent of their students in grades 9-11 on STAR.

Statewide Rank: Schools receiving a Base API score are ranked in ten categories of equal size (deciles) from one (lowest) to ten (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from one (lowest) to ten (highest) to indicate how well the school performed compared to schools most like it.

AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	Yes
Participation Rate – English-Language Arts	Yes	Yes
Participation Rate – Mathematics	Yes	Yes
Percent Proficient – English-Language Arts	Yes	Yes
Percent Proficient – Mathematics	Yes	Yes
API	Yes	Yes

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at www.cde.ca.gov/ta/ac/ay/.

Indicator	School	District
Program Improvement Status	Not in P.I.	Not in P.I.
Number of Schools in P.I.	---	---
Percent of Schools in P.I.	---	---

Measuring Student Achievement

Q: Are achievement tests important?

A: Yes, they are. Used properly, testing is a powerful educational tool.

Testing gives a great deal of information that can be used to help parents and teachers understand each child better – which helps give children the best possible education.

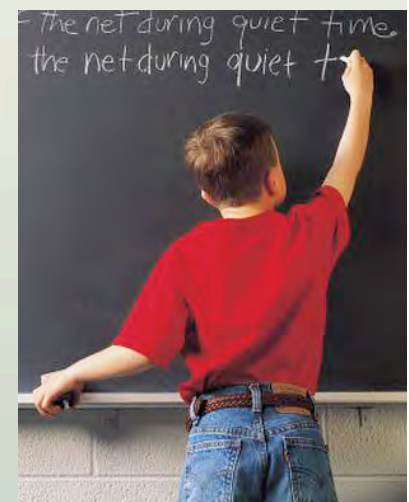
It is very important to remember, however, that TESTS ARE ONLY ONE INDICATION of your child's achievement and the of school's overall performance

Adequate Yearly Progress (AYP)

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results, can be found at the CDE Web site at www.cde.ca.gov/ta/ac/ay/.



Average Class Size and Class Size Distribution

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2005-06				2006-07				2007-08			
	Avg. Class Size	Classrooms			Avg. Class Size	Classrooms			Avg. Class Size	Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	11	1	—	—	14	1	—	—	11	1	—	—
1	20	1	—	—	17	1	—	—	16	1	—	—
2	20	1	—	—	20	1	—	—	20	1	—	—
3	20	1	—	—	20	1	—	—	22	—	1	—
4	26	—	1	—	22	—	1	—	21	—	1	—
5	24	—	1	—	23	—	1	—	18	1	—	—
6	23	—	1	—	24	—	1	—	22	—	1	—
K-3	17.75	—	—	—	17.75	—	—	—	17.75	—	—	—
3-4	—	—	—	—	—	—	—	—	—	—	—	—
4-8	23.0	1	4	0	21.6	—	—	—	21.6	—	—	—
Other	—	—	—	—	—	—	—	—	—	—	—	—

Average Teaching Load and Teaching Load Distribution

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2005-06				2006-07				2007-08			
	Avg. Class Size	Classrooms			Avg. Class Size	Classrooms			Avg. Class Size	Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	33.7	3	2		24.6	3	2		21.1	4	2	1
Mathematics	17.6	3	2		18	3	2		22.3	2	2	
Science	24.3	1	2		24.7	1	2		19.3	2	2	
Social Science	24.3	1	2		24.7	1	2		22.3	1	2	



Class Size Reduction

This table displays the percent of students in kindergarten through grade 3 who were assigned to a classroom that participated in the Class Size Reduction Program.

Grade Level	Percent of Students Participating		
	2006-07	2007-08	2008-09
K	100	100	100
1	100	100	100
2	100	100	100
3	100	100	100

Core Academic Courses Not Taught by NCLB Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at www.cde.ca.gov/nclb/sr/tq/.

	Percent of Classes in Core Academic Subjects Taught by NCLB Compliant Teachers
This School	100.0
All Schools in District	100.0
High-Poverty Schools in District	0
Low-Poverty Schools in District	100.0

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	2005-06	2006-07	2007-08
With Full Credential	14	13	13
Without Full Credential	0	1	1
Teaching outside Subject Area of Competence	0	0	0

Teacher Misassignments and Vacancies

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

	2005-06	2006-07	2007-08
Misassignments of Teachers of English Learners	2	2	2
Total Teacher Misassignments	2	2	2
Vacant Teacher Positions	0	0	0

Substitute Teachers

Cayucos School employs qualified substitute teachers to cover classes for teachers who are absent. All substitutes have a credential and are approved by the school board. In 2007-08, we had a list of 8 qualified substitutes available to us.

Teacher Evaluations

At Cayucos School, the teacher evaluation process is well defined and understood by all. Teachers are evaluated annually. The Administration emphasizes a collegial approach to supervision and evaluation. Evaluation procedures, which follow a timeline, have been adopted by the governing board and the teacher's association. The adopted evaluation process conforms to State evaluation mandates. All teachers set annual objectives for student achievement, which are monitored throughout the year. 'Areas of Emphasis' and work groups support these objectives.

Professional development opportunities for teachers are an integral part of the evaluation process, which is designed to strengthen teacher performance. Individual teachers work with the principal to set their improvement goals. Teacher-principal interaction is frequent, cooperative and positive.

Peer Assistance and Review (PAR) has been negotiated with the certificated (teaching) staff. This will enhance our current evaluation, training, support processes, and staff development at Cayucos School.

Professional Development

Professional development opportunities for teachers are readily made available through the district and the county office of education. Each year the staff is involved in choosing their staff development needs. The district takes full advantage minimum days and staff development time allocated in the state budget. During minimum days and staff development time classified staff also receive training often in areas of student safety. Individual teachers and the principal work together to set the teacher's improvement goals. Teacher-principal interaction is frequent, cooperative and positive. For beginning teachers there is Peer Assistance and Review (PAR) which has been negotiated with the certificated (teaching) staff. This will enhance our current evaluation, training, support processes, and staff development.

Teacher Education Level

	School	District
Doctorate	0	0
Master's Degree plus 30 or more semester hours	14.3	14.3
Master's Degree	21.4	21.4
Bachelor's Degree plus 30 or more semester hours	64.3	64.3
Bachelor's Degree	0	0
Less than Bachelor's Degree	0	0

Counselors and Other Support Staff

Students at Cayucos School are offered the following support services: part-time school nurse; speech therapy; hearing, vision, dental, and scoliosis screenings; D.A.R.E. program, QUEST; and weekly visits by a county school psychologist who works directly with Special Education students and who, on occasion, may counsel with a child when a referral from our Student Study Team is made. We also receive special funding to provide services to students who are performing below grade level or who are limited English proficient. Students with special needs have access to the Special Education Program and most of them are provided service at our school site. Others attend schools in San Luis Obispo. Meeting the needs of all students is important to us here at Cayucos School.

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE.

Title	FTE
Counselor	0.0
Psychologist	0.2
Social Worker	0.0
Nurse	0.2

Title	FTE
Library Media Teacher (Librarian)	0.0
Speech/Language/Hearing Specialist	0.2
Resource Specialist (non-teaching)	0.0
Other	0.0

Academic Counselors

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor
0.00	0.00



Instructional Minutes and Minimum Days

Teachers and staff need time during the year to plan and review school safety, schoolwide strategies and individual student work. They need time to refresh old skills and learn the latest teaching techniques. Forty-two days students were dismissed early to allow for staff sessions. Students were released early 10 days to facilitate parent conferences.

Grade Level	Instructional Minutes	
	Offered	State Req'd
K	40,500	36,000
1	53,085	50,400
2	53,085	50,400
3	53,085	50,400

Grade Level	Instructional Minutes	
	Offered	State Req'd
4	56,490	54,000
5	56,490	54,000
6	57,390	54,000
7	57,390	54,000
8	57,390	54,000

Quality and Currency of Textbooks and Instructional Materials

Cayucos School sets a high priority upon ensuring that there are sufficient State-approved textbooks available for all students. The school adopts a new textbook series in a subject area by following a seven-year subject adoption cycle to ensure that textbooks are always current.

Each year, our school textbook adoption committee reviews numerous State-approved textbooks in specific subject areas, receives input from various groups, and then makes recommendations to the staff and the board. Parents are encouraged to participate in the process by previewing textbooks and making comments to the adoption committee.

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

Availability of Sufficient Standards-Aligned Textbooks and Other Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Curriculum Area	Availability of Textbooks
Reading/Language Arts	100 %
History/Social Science	100 %
Foreign Language	N/A
Science Lab Equipment	100 %

Curriculum Area	Availability of Textbooks
Mathematics	100 %
Science	100 %
Health	100 %

Availability of Sufficient Standards-Aligned Textbooks and Other Instructional Materials

The availability of sufficient state-adopted (grades K-8) and standards-aligned (grades K-12) textbooks and other instructional materials for each pupil, including English learners, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, history-social science, foreign language, and health (for grades K to 12, inclusive); and science laboratory equipment (for grades 9 to 12, inclusive), as appropriate.

We are very proud of the improvements in technology at Cayucos Elementary School. The K-5 and middle school computer labs have been completely refurbished with IBM compatibles and new servers. All classrooms now have at least two new computers for student and teacher use. All teachers at Cayucos School are certified as 'technologically proficient at level one' State standards. Internet and intranet services are available to all staff and students. Technology support and hardware updates are ongoing, keeping CESD current in all technological areas.

Teacher and Administrative Salaries (Fiscal Year 2007-08)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The average teacher salary at Cayucos is \$ 61,025. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries can be found at the CDE Web site at www.cde.ca.gov/ds/fd/cs/ and www.cde.ca.gov/ta/ac/sa/salaries0405.asp.

	School/District Amount	State Average for Same Category Districts
Beginning Teacher Salary	38,251	37,322
Mid-Range Teacher Salary	64,106	53,824
Highest Teacher Salary	74,567	67,700
Percentage of Budget for Teacher Salaries	42.1%	37.6%
Principal/Superintendent Salary	103,400	104,993
Percentage of Budget for Administrative Salaries	7.1%	6.4%

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2006-07)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures per Pupil	Supplemental Expenditures per Pupil	Basic Expenditures per Pupil	Average Teacher Salary
School / District	\$ 11,838	\$ 2,468	\$ 9,370	\$61,025
State	N/A	N/A	\$5,300	\$54,322
% Difference – School / District and State	N/A	N/A	76.79%	12.34%

Types of Services Funded

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 and academics. Among the school site sponsored activities are Associated Student Body, Club Live, Asset Development, Community Youth Coalition, and Red Ribbon Week Peace Builders, DARE and Quest.

Other programs include Special Education, speech therapy, Title 1, English Language Learners. Other services are contracted through the County Office of Education: a psychologist, vision specialist, and occupational and physical therapists. Support services include: part-time school nurse; speech therapy; hearing, vision, dental, and scoliosis screening. We also receive special funding to provide services to students who are performing below grade level or who are limited English proficient (LEP). 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 needs. Meeting the needs of all students is important to us here at Cayucos School.