

Cuyama Elementary School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



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

Internet Access

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

2022-23 School Contact Information

School Name	Cuyama Elementary School
Street	2300 Highway 166
City, State, Zip	New Cuyama, CA 93254
Phone Number	(661) 766-2642
Principal	Mr. Alfonso Gamino
Email Address	agamino@cuyamaunified.org
School Website	
County-District-School (CDS) Code	42-75010-6045389

2022-23 District Contact Information

District Name	Cuyama Joint Unified School District
Phone Number	(661) 766-2482
Superintendent	Mr. Alfonso Gamino
Email Address	agamino@cuyamaunified.org
District Website Address	www.cuyamaunified.org

2022-23 School Overview

Cuyama Elementary is a rural school serving students from a forty mile radius, covering three counties. It is located in the scenic Cuyama Valley, educating kindergarten through eighth grade students taught by six highly qualified teachers, one intervention teacher, and one special education teacher. Three instructional assistants work closely with teachers to address student needs and to try to close the learning gap.

Cuyama Elementary School is dedicated to the ideals of academic excellence and to the personal and social development of our students. Academic integrity is fostered in a climate which respects the unique needs of each individual. Our students develop a positive self-image, respect for the rights of others, and the ability to communicate effectively, think critically, meet challenges, and accept responsibility. Cuyama has the following expectations consistently reinforced in all classrooms and areas of the school: Be Responsible, Excel Together, Actively Participate, Respect All, and Safety First.

Our staff is continually looking to meet the needs of our students, thirty percent of whom are English Learners, and eighty-three percent who are socioeconomically disadvantaged. Meeting those particular students' needs have been a focus of staff professional development. One of Cuyama Elementary's greatest strengths is the small class sizes. Students are respected learners at our school and develop personal connections with staff.

Family involvement is increasing at Cuyama Elementary slowly as we are coming of the Covid-19 pandemic. Many parents are active members in School Site Council, the English Learners Advisory Committee, the District Advisory Council, and the Parent's Club. There is a high participation rate in parent-teacher conferences and campus events. We are continually seeking avenues to encourage more family support.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	11
Grade 1	19
Grade 2	10
Grade 3	14
Grade 4	6
Grade 5	15
Grade 6	14
Grade 7	15
Grade 8	16
Total Enrollment	120

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	44.2
Male	55.8
American Indian or Alaska Native	0.0
Asian	0.0
Black or African American	0.0
Filipino	0.0
Hispanic or Latino	77.5
Native Hawaiian or Pacific Islander	0.0
Two or More Races	1.7
White	20.0
English Learners	32.5
Foster Youth	0.0
Homeless	0.0
Migrant	0.0
Socioeconomically Disadvantaged	81.7
Students with Disabilities	16.7



A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	4.90	70.00	7.30	56.53	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.50	3.84	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	0.50	3.84	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.10	30.00	4.60	35.48	12115.80	4.41
Unknown	0.00	0.00	0.00	0.15	18854.30	6.86
Total Teaching Positions	7.00	100.00	13.00	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	4.30	72.17	8.10	69.53	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	0.00	0.00	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.60	27.67	2.70	23.18	11953.10	4.28
Unknown	0.00	0.00	0.80	7.21	15831.90	5.67
Total Teaching Positions	6.00	100.00	11.60	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	2.10	1.60
Total Out-of-Field Teachers	2.10	1.60

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0.00
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.00

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Cuyama Joint Unified School District chooses its texts and materials from the list most recently adopted by the State Board of Education. Students have textbooks from the most current lists and textbooks are aligned with the California Common Core State Standards. The district, in accordance with the Williams Review, has ensured that all students have all textbooks and materials, and that they may take them home. Cuyama Joint Unified School District adopted a new English Language Arts curriculum in 2016, Mathematics in 2015, and is piloting new History/Social Science curriculum in the 2019-2020 school year. We still begin examining Science curriculum as it becomes available.

Year and month in which the data were collected

December 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	6-8 Collections California 2017 (Houghton Mifflin Harcourt) Adopted in 2016 Published in 2015	Yes	0%

	K-5 California Journeys 2017 (Houghton Mifflin Harcourt) Adopted in 2016 Published in 2015		
Mathematics	6-8: McGraw Hill, California Math Adopted 2015 K-5: McGraw Hill, My Math Adopted 2015	Yes	0%
Science	McGraw Hill Science Adopted in 2002 Prentice Hall Science Explorer Adopted in 2002 Glencoe Science Adopted in 2007	No	0%
History-Social Science	Teacher's Curriculum Institute (CTI) Social Studies adopted by the California State Board of Education Adopted in 2017 Cuyama School Board adopted the TCI for the district to start using program for the 2021-2022 school year Teacher's Curriculum Institute Adopted in 2017	Yes	0%

School Facility Conditions and Planned Improvements

Cuyama Elementary School is situated on 20 acres, and includes two large grassy playgrounds and fifteen regular classrooms. A new science lab for middle school was completed and the school received a new roof and paint in 2003. Additionally, new doors were installed to meet handicapped regulations, and the fire alarm system has been upgraded. New playground equipment was installed for the upper grades in the spring of 2002 and new playground equipment was installed for the primary grades in the summer of 2013. The driveway and parking lot was repaved in the summer of 2017. There is a Head Start Pre-School program housed on campus. There is space for baseball, soccer, football, and track activities, as well as a cafeteria/auditorium for performance events.

Our school meets most or all of the standards for good repair, established by the Office of Public School Construction. If we have any deficiencies, they are not significant. We scored between 89 and 100 percent on the 15 categories of our evaluation, with an overall percentage of 90.

Year and month of the most recent FIT report

September 2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			No apparent problems
Interior:	X			Some patchwork in hall of kindergarten room.

School Facility Conditions and Planned Improvements

Interior Surfaces			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X		
Electrical	X		No apparent problems
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		Boys and girls restrooms need ceiling patch work.
Safety: Fire Safety, Hazardous Materials	X		No apparent problems
Structural: Structural Damage, Roofs	X		No apparent problems
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X	Need gopher control. Grounds in poor condition due to gophers.

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	31	N/A	43	N/A	47
Mathematics (grades 3-8 and 11)	N/A	15	N/A	25	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the 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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	84	83	98.81	1.19	31.33
Female	36	36	100.00	0.00	41.67
Male	48	47	97.92	2.08	23.40
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	0	0	0.00	0.00	0.00
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	65	65	100.00	0.00	24.62
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	15	14	93.33	6.67	57.14
English Learners	22	22	100.00	0.00	0.00
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	43	42	97.67	2.33	16.67
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	16	16	100.00	0.00	6.25

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the 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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	83	82	98.80	1.20	14.63
Female	35	35	100.00	0.00	17.14
Male	48	47	97.92	2.08	12.77
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	0	0	0.00	0.00	0.00
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	64	64	100.00	0.00	10.94
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	15	14	93.33	6.67	28.57
English Learners	22	22	100.00	0.00	0.00
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	43	42	97.67	2.33	2.38
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	16	16	100.00	0.00	0.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	10.34	24.32	9.76	19.57	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	37	37	100	0	24.32
Female	17	17	100	0	17.65
Male	20	20	100	0	30
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	28	28	100	0	14.29
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	19	19	100	0	5.26
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100%	84%	90%	90%	95%
Grade 7	100%	93%	93%	93%	100%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

Parents have several excellent opportunities to participate in their student's education. Formal parent-teacher conferences are held annually, with informal conferences held as student needs arise. Parents may join the School Site Council (SSC), District Advisory Council (DAC), and the English Language Advisory Committee (ELAC). All parents are welcome at the yearly meetings, and may contact the school office for dates. Many campus events are planned with parent engagement in mind. These include the Winter Program, Halloween activities, and LCAP input sessions. In 2021-2022, we canceled the Winter Program and the Eighth Grade Dinner due to the Covid-19 Pandemic. A school garden is in the planning and early implementation stages and parents have been and continue to be an integral part of this learning lab. Parents are encouraged to be active participants in their child's education. It is expected that the garden planning will continue in 2022-2023 once students are back for in-person instruction for a second straight year.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	139	135	47	34.8
Female	63	59	21	35.6
Male	76	76	26	34.2
American Indian or Alaska Native	0	0	0	0.0
Asian	0	0	0	0.0
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	107	103	33	32.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	2	2	1	50.0
White	26	26	12	46.2
English Learners	47	45	15	33.3
Foster Youth	2	2	2	100.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	109	105	40	38.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	27	27	8	29.6

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.00	0.00	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.00	0.00	1.57	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2022-23 School Safety Plan

A Site Emergency Plan (Revised January 2022) adopted on February 10, 2022, is on file, and earthquake, fire, and lockdown drills are held regularly. While we pride ourselves on our safe community, we ensure that emergency response procedures are in place. Faculty, staff, and students are trained to exit the school buildings safely. Staff and administration worked collaboratively to develop an updated lockdown procedure with successful implementation. Classified staff members are also trained to assist in case of an emergency. Staff is on duty and assigned to monitor all students both in classrooms and on the playground.

The safety of students and staff is the primary concern of Cuyama Elementary. The school is aware of and complies with laws and regulation regarding hazardous materials. Laboratory supplies are carefully housed, and their use is diligently monitored. A regularly scheduled maintenance program ensures classrooms, restrooms, and other facilities are kept in good condition.

D. Other SARC Information Information Required in the SARC

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

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	14	1		
1	13	1		
2	5	2		
3	20	1		
4	17	1		
5	19	1		
6	21		6	

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	1		
1	10	1		
2	12	1		
3	8	1		
4	11	2		
5	13	1		
6	15	6		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	11	1		
1	19	1		
2	10	1		
3	14	1		
4	6	1		
5	15	1		
6	14	6		

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11,670	\$2534	\$9136	\$66,550
District	N/A	N/A	10,908	
Percent Difference - School Site and District	N/A	N/A	-17.7	1.7
State	N/A	N/A	\$6,594	\$73,001
Percent Difference - School Site and State	N/A	N/A	32.3	-9.2

2021-22 Types of Services Funded

These are the types of programs and services funded that support and assist students:

- Title 1 (supports socio-economically challenged students)
- Title 2 (teacher training and professional development)
- National School Lunch program
- Low Performing Schools Grant
- Tobacco Use and Prevention
- Mandate Block Grant
- Teacher Induction Program (TIP)
- After School Education and Safety Grant (ASES)
- Frontier Grant (ASES transportation)
- Multi-Tiered Systems of Support Grant (MTSS)

* Expanded Learning Opportunities Response to Intervention (RTI) support

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		\$46,419
Mid-Range Teacher Salary		\$69,902
Highest Teacher Salary		\$97,912
Average Principal Salary (Elementary)		\$111,731
Average Principal Salary (Middle)		\$122,012
Average Principal Salary (High)		\$122,212
Superintendent Salary		\$150,971
Percent of Budget for Teacher Salaries	25%	29%
Percent of Budget for Administrative Salaries	5%	6%

Professional Development

Based on student data evaluation and teacher input, the focus for 2021-2022 was developing teacher skills in the area of social-emotional learning, with the main emphasis being on Universal Design for Learning (UDL). Support has been provided by the Santa Barbara County Office of Education in the form of individual coaching, after school workshops, and conference attendance. Grade level span monthly meetings are conducted to reflect on practice and student data, with the opportunity for colleagues to provide support to each other. Grade level meetings and Professional Development was conducted in person and via Zoom for the 2021-2022 school year.

Teachers meet frequently to discuss data via Zoom and in person at times. In moving forward with the 2022-2023 school year, educators are continuing to deepen their knowledge of UDL, and discovered more about the Social Emotional Learning components of UDL. One-on-one coaching is still a practice, along with after school workshops. Several teachers are part of the Multi-Tiered Systems of Support (MTSS) team and have attended training in positive behavioral supports.

Cuyama Elementary School has continued to develop and deepen practices with on-going professional development in the realms of MTSS, Social Emotional Learning, and UDL for the 2021-2022 and 2022-2023 school year. With the school district returning to in-person instruction, professional development was added to support teachers working with social emotional students with one-on-one coaching sessions provided by the Santa Barbara County Office of Education.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	10