

# Lillian Larsen Elementary School & Cappy Culver Elementary School

## School Accountability Report Card

Data From The 2005-2006 School Year Published During 2006-2007

### Principal's Message

San Miguel Joint Union School is dedicated to academic excellence and improved achievement. We strive to grow students into life-long learners who will positively contribute to our society. Our outstanding, professional staff and parent groups are here to further these goals by providing a safe and challenging learning environment for each individual. We believe that the needs of each student are best supported when we work together. San Miguel Joint Union School District has a strong record of achievement and continuing improvement.

Our vision is *Achieving Excellence for All*. We work toward it each and every day. Our mission statement includes:

All students shall achieve world class academic standards.  
All staff shall achieve the standards of an effective school environment.  
Through successful endeavor, we shall develop productive and responsible citizens for our community.

If you would like additional information about our school, please contact us.

### Parental Involvement

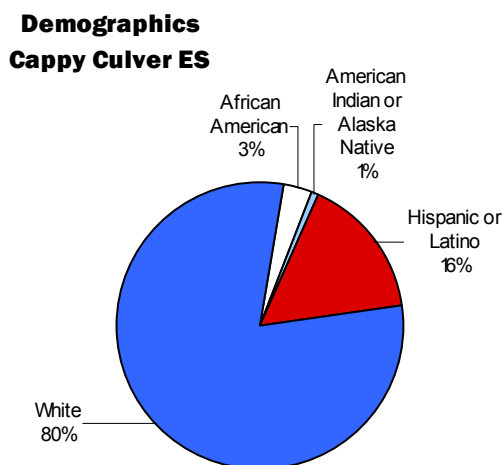
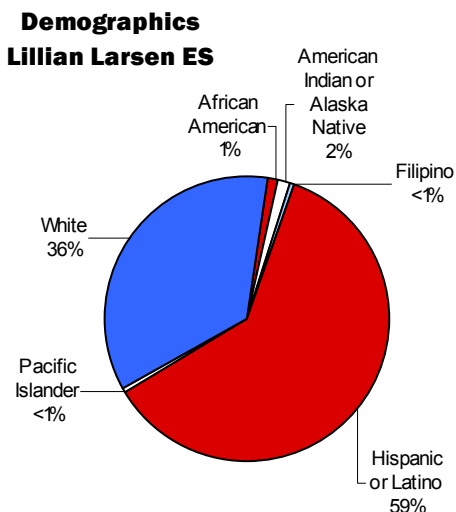
Parents may participate in their child's educational experience in a variety of ways:

- As classroom volunteers
- In our Parent Teacher Organization (PTO)
- As field trip chaperones
- Library volunteer
- As athletic coaches
- As after-school tutors
- In School Site Council
- Reading with Children

Please call Dean Smith, Superintendent/Principal at (805) 467-3216, for details on how to offer your time.

### Enrollment and Demographics

The total enrollment of Lillian Larsen Elementary School was 380 students and the total enrollment for Cappy Culver Elementary School was 94 students for the 2005-2006 school year.



**Dean Smith**  
Superintendent/Principal

**Lillian Larsen Elementary School**  
Grades: K-8  
1601 L Street  
San Miguel, CA 93451  
Phone: (805) 467-3216  
Fax: (805) 467-3410

**Cappy Culver Elementary School**  
Grades: K-6  
11011 Heritage Ranch Loop Road  
Paso Robles, CA 93446  
Phone: (805) 227-1040  
Fax: (805) 227-1045



### Mission

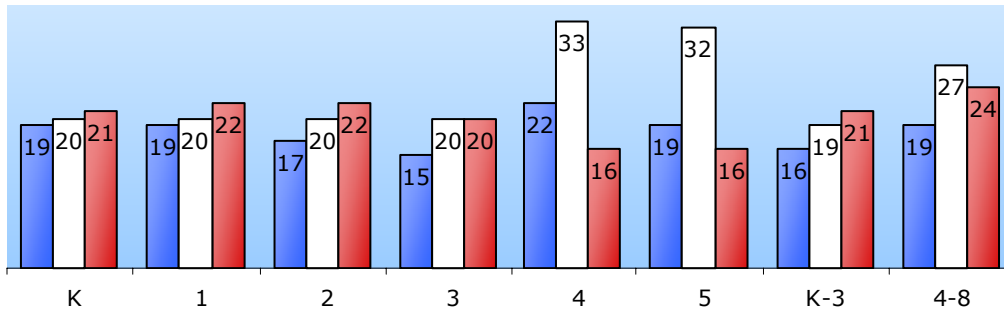
- All students shall achieve world class academic standards.
- All staff shall achieve the standards of an effective school environment.
- Through successful endeavor, we shall develop productive and responsible citizens for our community.

## Class Size - Lillian Larsen Elementary School

The three-year data for average class size is displayed below.

### Class Size By Grade

■ 03-04 ■ 04-05 ■ 05-06



### Class Size Distribution – Number of Classrooms By Size

Grade	2003-04			2004-05			2005-06		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	2			2			2		
1	2			1			2		
2	2			2			3		
3	3			2			2		
4		2				1		1	
5	2				1				
6								1	
K-3	1			2					
1-2							1		
3-4									
4-5								1	
5-6								1	
7-8	1				1			1	

### Class Size Reduction

Funding is provided to participating school districts to decrease the size of K-3 classes to 20 or fewer students per teacher. The table below shows the percentage of students enrolled in a Class Size Reduction classroom for each grade level at the school.

Class Size Reduction			
Grade Level	2003-04	2004-05	2005-06
K	100%	100%	100%
1	100%	100%	100%
2	100%	100%	100%
3	100%	100%	100%

## Instruction and Leadership

Improving student achievement as evidenced by multiple assessment data is a goal of the district. Student proficiency on the California State standards tests in all academic areas is the target for instruction and learning. Academic rigor coupled with support for students go hand in hand in SMJUSD. An appropriate variety of instructional methods are used to meet the diverse needs of the students. Regular grade level and district-wide tests are used to check student progress and guide instruction. Parent/Teacher conferences, report cards and student study teams (SSTs) bring students, staff and parents together to help students achieve. SMJUSD features services for English Learners, Gifted and Talented, special education and Title I students. The principal is the instructional leader for the school and regular professional development opportunities are planned for staff.

Dean Smith has been Superintendent/Principal of San Miguel Joint Union ESD since 2005, and has 28 years of experience in education.

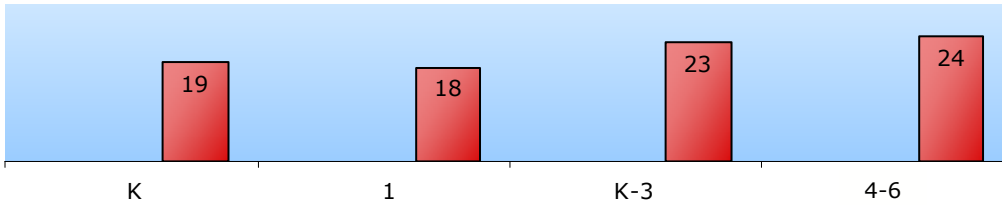


## Class Size - Cappy Culver Elementary School

The three-year data for average class size is displayed below.

### Class Size By Grade

■ 03-04 □ 04-05 ■ 05-06



Class Size Distribution — Number of Classrooms By Size									
Grade	2003-04			2004-05			2005-06		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	■	■	■	■	■	■	1		
1	■	■	■	■	■	■	1		
2	■	■	■	■	■	■	1		
3	■	■	■	■	■	■			
4	■	■	■	■	■	■			
5	■	■	■	■	■	■			
3-4	■	■	■	■	■	■		1	
5-6	■	■	■	■	■	■		1	

■ Cappy Culver Elementary School's first year of operation was the 2005-2006 school year.

### Class Size Reduction

Funding is provided to participating school districts to decrease the size of K-3 classes to 20 or fewer students per teacher. The table below shows the percentage of students enrolled in a Class Size Reduction classroom for each grade level at the school.

Class Size Reduction			
Grade Level	2003-04	2004-05	2005-06
K	■	■	100%
1	■	■	100%
2	■	■	100%
3	■	■	0%

■ Cappy Culver Elementary School's first year of operation was the 2005-2006 school year.

### Suspensions and Expulsions

The table below shows the rate of suspensions and expulsions (the total number of incidents divided by the school's total enrollment) for the most recent three-year period.

Suspension and Expulsion Rates						
	Suspension Rate			Expulsion Rate		
	03-04	04-05	05-06	03-04	04-05	05-06
Lillian Larsen ES	0.136	0.158	0.045	0.008	0.000	0.045
Cappy Culver ES	■	■	0.213	■	■	0.213
San Miguel JUESD	0.136	0.158	0.258	0.008	0.000	0.258

■ Cappy Culver Elementary School's first year of operation was the 2005-2006 school year.

"Our vision is *Achieving Excellence for All*. We work toward it each and every day. Our mission statement includes:

- All students shall achieve world class academic standards.
- All staff shall achieve the standards of an effective school environment.
- Through successful endeavor, we shall develop productive and responsible citizens for our community."



## School Facilities

The tables below show the most recently completed results of inspection and evaluation to determine the facility and good repair status for Lillian Larsen Elementary School and Cappy Culver Elementary School.

School Facility Conditions—Lillian Larsen Elementary School		
Interim Evaluation Instrument Area	Facility in Good Repair?	
	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	✓	

\* This data was most recently collected and verified in August 2006.

School Facility Conditions—Cappy Culver Elementary School		
Interim Evaluation Instrument Area	Facility in Good Repair?	
	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	✓	

\* This data was most recently collected and verified in August 2006.

## Facilities

The SMJUSD facilities remain in excellent condition and are maintained to the highest standards for everyone to enjoy. The schools are a wonderful source of pride for the entire community and most desirable places to work and go to school. Both schools are fully gated, and visitors must sign-in at the school offices and receive visitor passes to enter the campus.

### Cappy Culver Elementary School

SMJUSD opened the second school in the district in August of 2005. Cappy Culver Elementary School, located near beautiful Lake Nacimiento, features the latest in educational and technological facilities. Currently there are about one hundred students enrolled in grades K-6. There are sufficient classroom, playground, and staff spaces to support teaching and learning. Features include a library, computers, playground, athletic fields, and a multipurpose room.

### Lillian Larsen School

Lillian Larsen School in San Miguel features the Don Wolf Community Center, a combined athletic and performing arts facility. It is enjoyed by the students and community members 8:30 a.m – 9:00 p.m. Mondays through Fridays. Some buildings date back to the early 1970's, with new classrooms and a gym facility as recent as 2006. Lillian Larsen School also features a brand new 30 station computer lab and computers for teacher and student use in all classrooms. The condition and cleanliness of the school grounds and buildings is excellent and are cleaned regularly. The janitorial staff of three employees work during school hours, one works in the evening.

## Textbooks and Instructional Materials

The textbook adoption cycle is aligned with the State Standards. The educational technology available to all students consists of a state-of-the-art technology lab connected to the Internet by T-1 lines. Each classroom has at least three computers that are Internet connected with appropriate educational software.

Every student in San Miguel Joint Union School District has access to State adopted textbooks according to his/her grade level. Both school sites have computer labs with the latest in educational technology. We are currently in the process to purchase new standards based texts and materials for the 2006-2007 school year.

Textbooks		
Subject Area	Textbook Title	Year Adopted
Mathematics	McDougal-Little <i>Mathematics</i> (grades 6-8)	2002
Mathematics	Houghton Mifflin <i>Mathematics</i> (grades K-5)	2002
English-Language Arts	McDougal-Little <i>Literature</i> (grades 6-8)	2002
English-Language Arts	Houghton Mifflin <i>Reading</i> (California) (grades K-5)	2003
Science	Harcourt <i>Science</i> (grades 2-5)	2000
Science	Holt, Rinehard & Winston <i>Science</i> (grades 6-8)	2000
History/Social Science	Harcourt (grades K-6)	2006
History/Social Science	Holt Rinehart and Winston (grade 7-8)	2006
Core Curriculum Areas	% of Pupils Who Lack Their Own Assigned Textbook and Instructional Materials	% of Pupils Who Have Their Own Assigned Textbook and Instructional Materials
Reading/Language Arts	0%	100%
Mathematics	0%	100%
Science	0%	100%
History-Social Science	0%	100%

\* This data was most recently collected and verified in January 2007.

## Minimum Days and Instructional Minutes

For 2005-06, Lillian Larsen Elementary School and Cappy Culver Elementary School had 19 minimum days (early release) designated for staff development and parent-teacher conferences. The table below shows the minutes of study offered by grade.

Instructional Minutes		
Grade Level	Offered	State Requirement
Kindergarten	52,600	36,000
1-3	51,160	50,400
4-5	54,400	54,000
6-8	57,360	54,000

## School Safety

The San Miguel Unified School District Safety Plan contains plans for combating school crime, reporting suspected child abuse, disaster procedures, school discipline policies, and evacuation/safe school egress plans. The School Safety Plan was updated most recently in 1998, and reviewed with staff in August 2006.



## CST Results

The tables below show the percentage of students that scored at proficient or advanced levels in English-language arts, mathematics, science, and history-social science. For a complete report on all subgroups and their scores by grade level, please visit <http://star.cde.ca.gov/>.

Percentage of Students At Proficient or Advanced Levels									
	Lillian Larsen ES			Cappy Culver ES			San Miguel JUESD		
Year Tested	03-04	04-05	05-06	03-04	04-05	05-06	03-04	04-05	05-06
English-Language Arts	34%	36%	31%	■	■	46%	34%	36%	34%
Mathematics	43%	34%	35%	■	■	34%	43%	34%	35%
Science	25%	21%	21%	■	■	33%	25%	21%	23%
History-Social Science	13%	30%	27%	■	■	◇	13%	30%	27%
California									
Year Tested	03-04		04-05		05-06				
English-Language Arts	36%		40%		42%				
Mathematics	34%		38%		40%				
Science	25%		27%		35%				
History-Social Science	29%		32%		33%				

■ Cappy Culver Elementary School's first year of operation was the 2005-2006 school year.

◇ n/a Not applicable.

### Lillian Larsen Elementary School — CST Subgroup Results: English-Language Arts, Mathematics, Science, and History-Social Science

Subgroups, Spring 2006 — Percentage of Students At Proficient or Advanced Levels				
	English-Language Arts	Mathematics	Science	History-Social Science
Year Tested	2005-06	2005-06	2005-06	2005-06
Male	29%	31%	26%	35%
Female	35%	40%	17%	20%
English Learners	17%	24%	10%	◇
Economically Disadvantaged	23%	29%	15%	24%
Students with Disabilities	22%	19%	14%	◇
Migrant Education Services	26%	35%	27%	◇
African American	◇	◇	◇	◇
American Indian or Alaska Native	◇	◇	◇	◇
Asian	◇	◇	◇	◇
Filipino	◇	◇	◇	◇
Hispanic or Latino	25%	32%	18%	32%
Pacific Islander	◇	◇	◇	◇
White	44%	41%	29%	26%

◇ Data are reported only for numerically significant subgroups.

## California Standards Test

The California Standards Tests (CST) are administered only to students in California public schools. These tests determine students' achievement of the California Academic Content Standards and provide feedback on their success given what they are expected to know in each grade level and subject.

The multiple-choice California Standards Tests are part of the Standardized Testing and Reporting (STAR) program, used to measure student achievement in relation to meeting educational standards and goals. Students in grades 2-11 take an English language arts and mathematics test. Students in grades 4 and 7 also participate in an essay writing test. History/social science tests are given to students in grades 8, 10, and 11, and students in grades 5, and 8 through 11 take a science test.

Because tests are meant to measure how well students achieve standards rather than how well they do compared to other students, the results are reported as performance levels. The five performance levels are:

- **Advanced** (exceeds State Standards)
- **Proficient** (meets Standards)
- **Basic**
- **Below basic**
- **Far below basic**

Students scoring at the proficient or advanced level meet State Standards in that content area.

**Testing Note:** Data are reported only for numerically significant subgroups. Data may not appear if ethnic/racial, socioeconomically disadvantaged, or other subgroups (1) contain less than 100 students with valid test scores OR (2) comprise less than 15% of the school population tested and contain less than 50 students with valid scores.

**Cappy Culver Elementary School — CST Subgroup Results:  
English-Language Arts, Mathematics, and Science**

Subgroups, Spring 2006 — Percentage of Students At Proficient or Advanced Levels			
	English-Language Arts	Mathematics	Science
<b>Year Tested</b>	<b>2005-06</b>	<b>2005-06</b>	<b>2005-06</b>
<b>Male</b>	30%	30%	❖
<b>Female</b>	57%	38%	❖
<b>English Learners</b>	❖	❖	❖
<b>Economically Disadvantaged</b>	21%	36%	❖
<b>Students with Disabilities</b>	❖	❖	❖
<b>Migrant Education Services</b>	❖	❖	❖
<b>African American</b>	❖	❖	❖
<b>American Indian or Alaska Native</b>	❖	❖	❖
<b>Asian</b>	❖	❖	❖
<b>Filipino</b>	❖	❖	❖
<b>Hispanic or Latino</b>	27%	36%	❖
<b>Pacific Islander</b>	❖	❖	❖
<b>White</b>	52%	35%	45%

❖ Data are reported only for numerically significant subgroups.

**Norm Referenced Tests**

Norm referenced tests (NRT) are nationally administered multiple-choice achievement tests that provide statistical feedback on a national level. The purpose of these tests is to determine how well California students are achieving academically compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The current norm referenced test adopted by the State Board of Education is the California Achievement Test, Sixth Edition, or CAT/6. For a complete report on all subgroups and their scores by grade level, please visit <http://star.cde.ca.gov/>.

**NRT Results**

The tables below show the percentage of students that scored at or above the 50th percentile (national average) in reading and math.

Percentage Scoring At or Above the 50th Percentile						
Subject	Reading			Mathematics		
Year Tested	03-04	04-05	05-06	03-04	04-05	05-06
<b>Lillian Larsen ES</b>	49%	38%	38%	61%	47%	51%
<b>Cappy Culver ES</b>	■	■	47%	■	■	29%
<b>San Miguel Joint Union ESD</b>	49%	38%	40%	61%	47%	47%
<b>California</b>	43%	41%	42%	51%	52%	53%

■ Cappy Culver Elementary School's first year of operation was the 2005-2006 school year.

“We strive to make students into life-long learners who will positively contribute to our diverse society.”



### Lillian Larsen Elementary School — NRT Subgroup Results: Reading and Math

Subgroups, Spring 2006 — Percentage At or Above the 50th Percentile		
Subject	Reading	Mathematics
Year Tested	2005-06	2005-06
Male	37%	53%
Female	40%	50%
English Learners	24%	36%
Economically Disadvantaged	28%	47%
Students with Disabilities	❖	❖
Migrant Education Services	29%	48%
African American	❖	❖
American Indian or Alaska Native	❖	❖
Asian	❖	❖
Filipino	❖	❖
Hispanic or Latino	26%	51%
Pacific Islander	❖	❖
White	56%	56%

❖ Data are reported only for numerically significant subgroups.

### Cappy Culver Elementary School — NRT Subgroup Results: Reading and Math

Subgroups, Spring 2006 — Percentage At or Above the 50th Percentile		
Subject	Reading	Mathematics
Year Tested	2005-06	2005-06
Male	❖	❖
Female	❖	❖
English Learners	❖	❖
Economically Disadvantaged	❖	❖
Students with Disabilities	❖	❖
Migrant Education Services	❖	❖
African American	❖	❖
American Indian or Alaska Native	❖	❖
Asian	❖	❖
Filipino	❖	❖
Hispanic or Latino	❖	❖
Pacific Islander	❖	❖
White	58%	33%

❖ Data are reported only for numerically significant subgroups.

#### Academic Counselors

Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor
0	0.0



“Our outstanding, professional staff and parent groups are here to further these goals by providing a safe and challenging learning environment for each individual.”

#### School Support Staff

The following is a list of the support staff at the school and their full-time equivalent (FTE):

- Library Media Teacher (Librarian) 0.3
- Library Media Services Staff (paraprofessional) 0.0
- Psychologist 0.5
- Social Worker 0.0
- Nurse 0.0
- Speech/Language/Hearing Specialist 0.8
- Resource Specialist (non-teaching) 1.5
- Other 0.0

## Teacher Qualifications

The table below displays information about teacher credentials and teacher qualifications. More information can be found by visiting <http://data1.cde.ca.gov/dataquest/>.

Teacher Credential Information							
	San Miguel Joint UESD	Lillian Larsen ES			Cappy Culver ES		
Teachers	05-06	03-04	04-05	05-06	03-04	04-05	05-06
<b>With Full Credential</b>	23	24	21	18	■	■	5
<b>Without Full Credential</b>	0	0	0	0	■	■	0
<b>Teaching Outside Subject Area of Competence</b>		0	0	0	■	■	0
					San Miguel Joint Union ESD		
					04-05	05-06	06-07*
<b>Teacher Misassignments of English Learners</b> —English Language Learner (ELL) teachers without ELL certification					0	0	0
<b>Total Teacher Misassignments</b> —assignment of employees to services positions without required certificate, credential, or other statutory authorization					0	0	0
<b>Vacant Teacher Positions</b> —teacher in a position that was vacant at the beginning of the year for a full year or an entire semester					0	0	0

\* Data displayed is what is most currently available.

■ Cappy Culver Elementary School's first year of operation was the 2005-2006 school year.

## NCLB-Compliant Teachers

NCLB requires that all teachers of core academic subject areas be "highly qualified." In general, for a teacher to be considered highly qualified, they must have a bachelor's degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. For more information on teacher qualifications related to NCLB, please visit [www.cde.ca.gov/nclb/sr/tq](http://www.cde.ca.gov/nclb/sr/tq).

Core Academic Courses Taught by No Child Left Behind (NCLB) Compliant Teachers		
	% of Classes Taught by NCLB Compliant Teachers	% of Classes Taught by Non-NCLB Compliant Teachers
<b>This School</b>	100.0%	0.0%
<b>All Schools in District</b>	100.0%	0.0%
<b>High-Poverty Schools</b>	0.0%	0.0%
<b>Low-Poverty Schools</b>	100.0%	0.0%

## Professional Development

There are three professional development days per year used by teachers to upgrade curriculum and instruction. The Beginning Teacher Support and Assessment (BTSA) program provides local assistance to all first and second year teachers. Emphasis is placed on teachers being in their classrooms every instructional day possible. There are approximately 18 "early release" days set aside for teacher staff development and grade level collaboration.

For the 2005-06 school year, SMJUSD had 18 days, for 2004-05 SMJUSD had 18 days, and for 2003-04 SMJUSD had 17 days.

## Teacher Evaluations

Temporary and probationary teachers are evaluated annually. Teachers with tenure are evaluated biannually. The teacher evaluation process is aligned with the California Standards for the Teaching Profession (CSTP).



## Substitute Teachers

Guest Teachers (substitutes) are drawn from a district substitute pool that is continually updated. Guest Teachers are required to meet the minimum requirements established by the California Commission on Teacher Credentialing, and their credentialing information is verified by the San Luis Obispo County Office of Education.

There are sufficient Guest Teachers to meet the school's need; however, we always welcome additional qualified substitute teachers.

## Academic Performance Index — Lillian Larsen Elementary School

API Ranks — Three Year Comparison				
	2003-04	2004-05	2005-06	
Statewide API Rank	7	6	3	
Similar Schools API Rank	6	6	3	
API Growth by Student Group — Three Year Comparison				
Group	Actual API Change			2005-06 API Score
	2003-04	2004-05	2005-06	
All Students at the School	-26	-34	-11	689
African American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	-45	-31	14	668
Pacific Islander	❖	❖	❖	❖
White	-9	-26	-16	734
Socioeconomically Disadvantaged	-86	-34	19	660
English Learners	✦	✦	❖	❖
Students with Disabilities	✦	✦	❖	❖

## Academic Performance Index — Cappy Culver Elementary School

API Ranks — Three Year Comparison				
	2003-04	2004-05	2005-06	
Statewide API Rank	■	■	◇	
Similar Schools API Rank	■	■	◇	
API Growth by Student Group — Three Year Comparison				
Group	Actual API Change			2005-06 API Score
	2003-04	2004-05	2005-06	
All Students at the School	■	■	750	750
African American	■	■	❖	❖
American Indian or Alaska Native	■	■	❖	❖
Asian	■	■	❖	❖
Filipino	■	■	❖	❖
Hispanic or Latino	■	■	❖	❖
Pacific Islander	■	■	❖	❖
White	■	■	❖	❖
Socioeconomically Disadvantaged	■	■	❖	❖
English Learners	✦	✦	❖	❖
Students with Disabilities	✦	✦	❖	❖

- Cappy Culver Elementary School's first year of operation was the 2005-2006 school year.
- ◇ N/A Information not available.
- ✦ API scores for English learners and students with disabilities were first reported in the 2005-06 API cycle.
- ❖ Data are reported only for numerically significant subgroups.

## Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. The API is a score on a scale of 200 to 1,000, with 800 set as the statewide target. Schools are ranked in ten categories of equal size from 1 (lowest) to 10 (highest). A similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." The table below shows the school's three-year data for API rank and API growth. For more detailed information, please visit <http://www.cde.ca.gov/ta/ac/ap>.



## Positive Learning Environment

Maintaining safe and orderly schools is a top priority in SMJUSD. District discipline policies are clear and enforced. Character education is an emphasis school-wide. The morning announcements presented by middle school leaders set the tone with meaningful messages designed for the development of good character. The "Character Counts" program is employed in the school district. The DARE program and a School Resource Officer support and inform students in making wise choices and keeping the school safe. Private counselors are available as needed for students and families. AVID-trained middle school tutors are available to help younger students with their academics. There is also an after school child care program available called Lillian Larsen Educational After School Program (LEAP) which offers academic support for students whose parents need childcare services.

## Adequate Yearly Progress

NCLB requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To meet these standards, California public schools and districts must meet or exceed criteria in four target areas:

1. Participation rate on statewide assessments
2. Percent of students scoring proficient on statewide assessments
3. API scores
4. Graduation rate for high schools

For a detailed report on Adequate Yearly Progress, please visit [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).

Adequate Yearly Progress Criteria						
	Lillian Larsen ES		Cappy Culver ES		San Miguel Joint Union ESD	
<b>Met Overall AYP Status</b>	No		Yes		No	
AYP Criteria	English-Language Arts	Math	English-Language Arts	Math	English-Language Arts	Math
<b>Participation Rate</b>	Yes	Yes	No	No	Yes	Yes
<b>Percent Proficient</b>	No	Yes	Yes	Yes	No	Yes
<b>API</b>	Yes		Yes		Yes	
<b>Graduation Rate</b>	✧		✧		✧	

✧ n/a Not applicable. The graduation rate for AYP criteria applies to high schools.

## California Physical Fitness Test

Each spring, all students in grades 5, 7, and 9 are required to participate in the California Physical Fitness Test. The test measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Abdominal Strength
4. Trunk Extension Strength
5. Upper Body Strength
6. Flexibility

To meet fitness standards, students must score in the Healthy Fitness Zone (HFZ) on all six fitness tests. For 2005-06, 2.6% of students in the 5th grade and 35.0% of students in the 7th grade at Lillian Larsen Elementary School and 7.7% of students in the 5th grade at Cappy Culver Elementary School scored in the HFZ. For more information on the California Physical Fitness Test, please visit [www.cde.ca.gov/ta/tg/pf/](http://www.cde.ca.gov/ta/tg/pf/).

## State Award and Intervention Programs

State award and intervention programs are currently in the California Education Code. However, the programs were not funded for the period addressed in this report, so there is no data to present.



## Federal Intervention Program

Schools who receive Title I funding can enter Program Improvement (PI) if they don't reach Adequate Yearly Progress over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). With each additional year that they don't meet AYP, they advance to the next level of intervention. For more information, please visit [www.cde.ca.gov/ta/ac/ay](http://www.cde.ca.gov/ta/ac/ay).

Federal Intervention Program			
	Lillian Larsen ES	Cappy Culver ES	San Miguel Joint Union ESD
<b>Program Improvement Status</b>	Not in PI	◇	Not in PI
<b>First Year of Program Improvement</b>	◇	◇	◇
<b>Year in Program Improvement</b>	◇	◇	◇
<b>Number of Schools Identified for Program Improvement</b>			
			0
<b>Percent of Schools Identified for Program Improvement</b>			
			0.00%

◇ n/a Not applicable.

## Financial Information

The data displayed is from the 2004-05 school year because the most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report.

District Salary Information — Does not include benefits		
Range	San Miguel Joint Union ESD	Similar Sized District
<b>Beginning Teacher Salary</b>	\$34,000	\$35,546
<b>Mid-Range Teacher Salary</b>	\$52,492	\$51,472
<b>Highest Teacher Salary</b>	\$64,430	\$62,511
<b>Average Principal Salary</b>	\$92,500*	\$82,123
<b>Superintendent Salary</b>	\$92,500*	\$94,827
<b>% of Budget for Teacher Salaries</b>	42.4%	38.9%
<b>% of Budget for Administrative Salaries</b>	4.5%	6.4%

\* The Principal and Superintendent are combined as one position for San Miguel Joint UESD.

Financial Data				
	Total Expenditures Per Pupil	Expenditures Per Pupil From Restricted Sources	Expenditures Per Pupil From Unrestricted Sources	Average Teacher Salary
<b>Lillian Larsen ES</b>	\$7,451	\$2,097	\$5,354	\$52,197
<b>Cappy Culver ES</b>	\$7,451	\$2,097	\$5,354	\$46,852
<b>San Miguel Joint Union ESD</b>			\$5,354	\$53,235
<b>California</b>			\$4,743	\$52,375
<b>% Difference Between Lillian Larsen ES and District</b>			0%	-2%
<b>% Difference Between Cappy Culver ES and District</b>			11%	-14%
<b>% Difference Between Lillian Larsen ES and State</b>			0%	0%
<b>% Difference Between Cappy Culver ES and State</b>			11%	-12%

## Types of Services Funded

SMJUSD offers a variety of support and enrichment opportunities for the students and community to include: Childcare (LEAP), GATE classes, Title I services, Peer Assisted Review for staff (PAR), YMCA, Scouts and Adult Education in conjunction with the local community college.



The information contained herein is provided by the California Department of Education (CDE): Enrollment and Demographics, Class Size, Counselors and Support Staff, California Standards Tests (CST), Norm Referenced Tests (NRT), Academic Performance Index (API), State Awards and Intervention Programs, Program Improvement, Adequate Yearly Progress (AYP), CA Physical Fitness Test (PFT), Teacher Qualifications, and some Financial Information. All other information is provided by the school and the district office.

All data accurate as of November 13, 2006.

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