

Cappy Culver Elementary School

SARC
2009-10



2009-10 School Accountability Report Card • Published During the 2010-11 School Year

GRADES K-6

11011 Heritage Ranch Loop Road Paso Robles, CA 93446

Phone: (805) 227-1040 Fax: (805) 227-1045

Website: www.sanmiguelsschools.org

Dr. Curt Dubost
Superintendent

Marshall Dennis
Principal

Principal's Message

San Miguel Joint Union School District is dedicated to academic excellence and improved achievement. We strive to grow students into lifelong 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

For details on how to offer your time, please call Marshall Dennis, Principal, at (805) 227-1040 for details on how to offer your time.



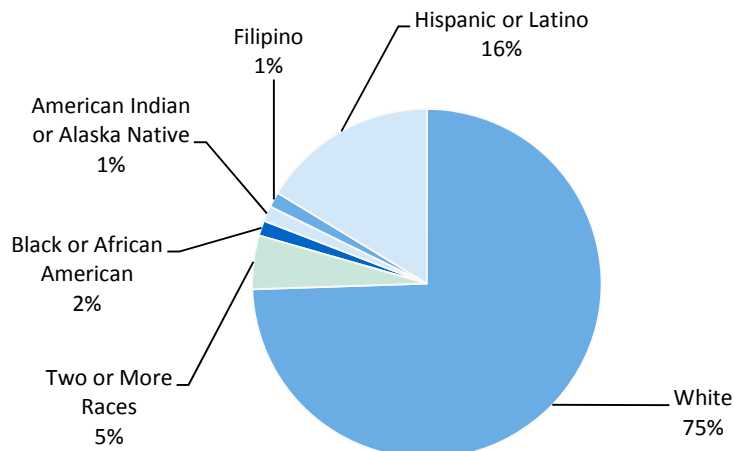
San Miguel Joint Union School District

1601 L Street
San Miguel, CA 93451
Phone: (805) 467-3216
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Enrollment and Demographics

The total enrollment at the school was 141 students for the 2009-10 school year.



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.

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. The School Safety Plan was last reviewed, updated, and discussed with school staff in September 2009.



Availability of Textbooks and Instructional Materials

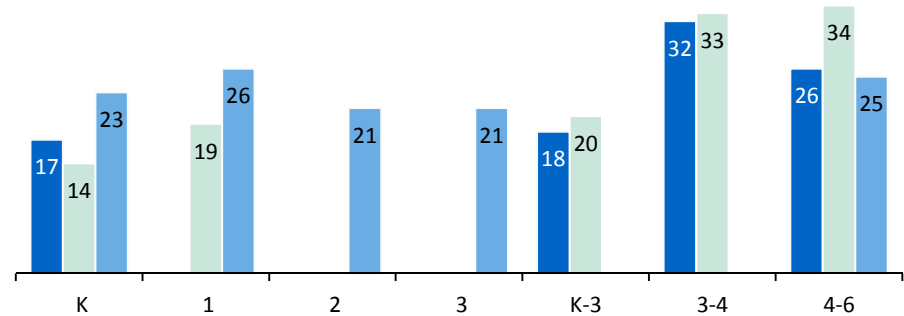
The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials:

Cappy Culver ES	
Subject	Percent Lacking
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	0%
Foreign Language	0%
Health	0%

Class Size

07-08 08-09 09-10

The bar graph displays the three-year data for average class size.



Class Size Distribution — Number of Classrooms By Size

Grade	07-08			08-09			09-10		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	1			2			1		
1				1			1		
2							1		
3							1		
K-3	2			1					
3-4		1				1			
4-6		1				1	2		

Textbooks and Instructional Materials

The textbook adoption cycle is aligned with the State Standards. Textbooks are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. The educational technology available to all students consists of two state-of-the-art technology labs connected to the Internet by T-1 lines. Each classroom has multiple 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 or her grade level, for use in the classroom and at home. Both school sites have computer labs with the latest in educational technology.

Textbooks and Instructional Materials List

Subject	Textbook	Adopted
English-Language Arts	Houghton Mifflin Reading (California) (K-5)	2003
Mathematics	Houghton Mifflin Mathematics (K-5)	2002
Science	Houghton Mifflin	2007
History-Social Science	Harcourt (K-6)	2006
English Language Development	Hampton-Brown (K-8)	2008

Note: This data was most recently collected and verified in September 2010.

School Facility Items Inspected

The tables show the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas Systems and Pipes, Mechanical Systems (heating, ventilation, and air conditioning), Sewer
- **Interior:** Interior Surfaces (floors, ceilings, walls, and window casings)
- **Cleanliness:** Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas)
- **Electrical:** Electrical Systems (interior and exterior)
- **Restrooms/Fountains:** Restrooms, Sinks/Drinking Fountains (interior and exterior)
- **Safety:** Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)
- **Structural:** Structural Condition, Roofs
- **External:** Windows/Doors/Gates/Fences, Playgrounds/School Grounds

School Facility Good Repair Status

This inspection determines the school facility's good repair status using ratings of good condition, fair condition, or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair, or poor condition.

School Facility Good Repair Status			
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/Fountains	Good
Interior	Good	Safety	Good
Cleanliness	Good	Structural	Good
Electrical	Good	External	Good
Overall Summary of Facility Conditions			Good
Date of the Most Recent School Site Inspection			9/30/2010
Date of the Most Recent Completion of the Inspection Form			9/30/2010

Note: At the time of this school facility inspection, no deficiencies were found.

Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (i.e., 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 include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

Suspensions and Expulsions

This table 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						
	Cappy Culver ES			San Miguel JUSD		
	07-08	08-09	09-10	07-08	08-09	09-10
Suspension Rate	0.031	0.057	0.014	0.088	0.064	0.083
Expulsion Rate	0.000	0.000	0.000	0.002	0.000	0.026

School 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 visitors' passes to enter the campus.

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.

The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2010-11 school year, the District budgeted \$16,658 for the Deferred Maintenance Program. This represents 1.0% of the District's general fund budget.



Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key tests, including the California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). The CSTs are multiple choice tests in English-language arts, mathematics, science, and history-social science for varying grade levels. Some grade levels also participate in an essay writing test.

The CSTs are used to determine students' achievement of the California Academic Content Standards. These standards describe the knowledge and skills that students are expected to learn at each grade level and subject.

The CMA is a modified assessment for students with disabilities who have an individualized education program (IEP). It is designed to assess those students whose disabilities prevent them from achieving grade-level proficiency on an assessment of the content standards with or without accommodations.

The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For a complete report on all tests, participation, groups, and their scores by grade level, please visit <http://star.cde.ca.gov/>. To learn more about the STAR Program, please visit the guide at www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf.

STAR Results for All Students: Three-Year Comparison

The Standardized Testing and Reporting (STAR) results are reported as performance levels in order to compare student achievement to state standards. The five performance levels are: **Advanced** (*exceeds state standards*); **Proficient** (*meets state standards*); **Basic**; **Below Basic**; and **Far Below Basic**. Students scoring at the Proficient or Advanced level meet state standards in that content area. The tables below show the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, and science.

Percentage of Students Scoring At Proficient or Advanced Levels

	Cappy Culver ES			San Miguel JUSD			California		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
English-Language Arts	47%	51%	53%	39%	43%	46%	46%	50%	52%
Mathematics	38%	49%	66%	41%	42%	45%	43%	46%	48%
Science	31%	21%	43%	48%	34%	36%	46%	50%	54%

STAR Results by Student Group: English-Language Arts, Mathematics, and Science

Percentage of Students Scoring At Proficient or Advanced Levels

Group	Spring 2010 Results		
	English-Language Arts	Mathematics	Science
All Students in the District	46%	45%	36%
All Students at the School	53%	66%	43%
Male	47%	63%	❖
Female	60%	70%	45%
Black or African American	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖
Asian	❖	❖	❖
Filipino	❖	❖	❖
Hispanic or Latino	50%	67%	❖
Native Hawaiian or Pacific Islander	❖	❖	❖
White	56%	67%	50%
Two or More Races	❖	❖	❖
Socioeconomically Disadvantaged	29%	54%	❖
English Learners	❖	❖	❖
Students with Disabilities	33%	67%	❖
Students Receiving Migrant Education Services	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.



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 that reflects a school's, district's or a student group's performance level, based on the results of statewide testing. An API score of 800 is set as the statewide target.

Each annual API reporting cycle includes a Base and a Growth API. The Base API starts the reporting cycle and is released approximately a year after testing (i.e., The 2009 Base is calculated from results of statewide testing in spring 2009 but is released in May 2010). The Growth API is released after the Base API but is calculated from test results from the following year (i.e., The Growth API is calculated from results of statewide testing in spring 2010 and released in August 2010). Therefore, for the 2009-10 API reporting cycle, the 2009 Base indicator and 2010 Growth indicator are used. To learn more about API, please visit the API information guide at www.cde.ca.gov/ta/ac/ap/documents/infoguide09.pdf and the API overview guide at www.cde.ca.gov/ta/ac/ay/documents/overview10.pdf.

API Ranks

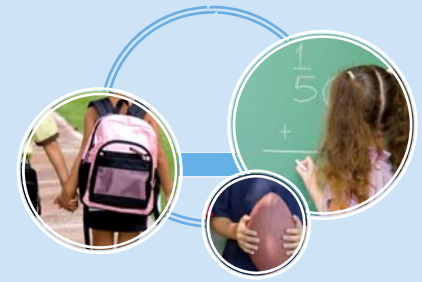
API Ranks — Three Year Comparison			
	2007	2008	2009
Statewide API Rank	5 *	4 *	3 *
Similar Schools API Rank	*	*	*

* This API is calculated for a small school or a small LEA, defined as having between 11 and 99 valid STAR Program test scores included in the API. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted. Similar schools ranks are not calculated for small schools.

API Growth by Student Group

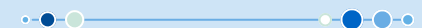
API Growth by Student Group — Three Year Comparison			
Group	Actual API Change		
	07-08	08-09	09-10
All Students at the School	-10	2	74
Black or African American	■	■	■
American Indian or Alaska Native	■	■	■
Asian	■	■	■
Filipino	■	■	■
Hispanic or Latino	■	■	■
Native Hawaiian or Pacific Islander	■	■	■
White	■	20	63
Two or More Races	■	■	■
Socioeconomically Disadvantaged	■	■	■
English Learners	■	■	■
Students with Disabilities	■	■	■

■ Data are reported only for numerically significant groups.



API Ranks

Schools are ranked in ten categories of equal size, called deciles, from 1 (lowest) to 10 (highest) based on their API Base reports. A school's "statewide rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle, or high school). A "similar schools rank" reflects how a school compares to 100 statistically matched similar schools. This table shows the school's three-year data for statewide API rank and similar schools API rank, for which information is available.



API Growth by Student Group

This table displays, by student group, the actual API change in points added or lost for the past three years.



API Growth by Student Group: 2010 Growth API Comparison

This table displays, by student group, the 2010 Growth API at the school, district, and state level.

API Testing Note: Assessment data are reported only for numerically significant groups. To be considered 'numerically significant' for the API, the group must have either: (1) at least 50 students with valid test scores who make up at least 15% of the total valid scores, or (2) at least 100 students with valid test scores.

California Physical Fitness Test

Each spring, all students in grades 5, 7, and 9 are required to participate in the California Physical Fitness Test (PFT). The State Board of Education designated the *Fitnessgram*® as the PFT for students in California public schools. The test measures six key fitness areas:

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

The primary goal of the *Fitnessgram*® is to assist students in establishing lifetime habits of regular physical activity. The table shows the percentage of students meeting the fitness standards for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf/.

Percentage of Students Meeting Fitness Standards

Grade 5	
Four of Six Standards	36.4%
Five of Six Standards	9.1%
Six of Six Standards	0.0%

API Growth by Student Group: 2010 Growth API Comparison

API Growth by Student Group — 2010 Comparison

Group	2010 Growth API		
	Cappy Culver ES	San Miguel JUSD	California
All Students	823 *	754	767
Black or African American	■	■	686
American Indian or Alaska Native	■	■	728
Asian	■	■	890
Filipino	■	■	851
Hispanic or Latino	■	713	715
Native Hawaiian or Pacific Islander	■	■	753
White	839	800	838
Two or More Races	■	■	807
Socioeconomically Disadvantaged	■	714	712
English Learners	■	683	692
Students with Disabilities	■	■	580

■ Data are reported only for numerically significant groups.

* This API is calculated for a small school, defined as having between 11 and 99 valid STAR Program test scores included in the API. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

Federal Intervention Program

Schools and districts that receive Title I funding can enter Program Improvement (PI) if they fail to meet AYP 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 they don't meet AYP, they advance to the next level of intervention. This table displays the 2010-11 Program Improvement status for the school and district. For more information, please visit www.cde.ca.gov/ta/ac/ay/.

Federal Intervention Program

	Cappy Culver ES	San Miguel JUSD
Program Improvement Status	Not In PI	In PI
First Year of Program Improvement	◇	2007-2008
Year in Program Improvement	◇	Year 3
Number of Schools Identified for Program Improvement		1
Percent of Schools Identified for Program Improvement		33.3%

◇ Not applicable.

Adequate Yearly Progress

Adequate Yearly Progress Criteria				
	Cappy Culver ES		San Miguel JUSD	
Met Overall AYP	Yes		No	
AYP Criteria	English-Language Arts	Mathematics	English-Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	No	No
API	Yes		Yes	
Graduation Rate	✧		✧	

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

Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff	
Academic Counselors	FTE and Ratio
Number of Academic Counselors (FTE)	0.0
Ratio of Students Per Academic Counselor	✧
Support Staff	FTE
Counselor (Social/Behavioral or Career Development)	0.1
Library Media Teacher (Librarian)	0.0
Library Media Services Staff (Paraprofessional)	0.5
Psychologist	0.0
Social Worker	0.0
Nurse	0.0
Speech/Language/Hearing Specialist	0.0
Resource Specialist (non-teaching)	0.0
Other	0.0

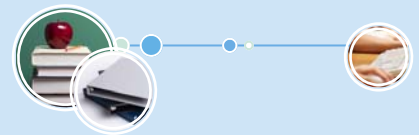
✧ Not applicable.

Adequate Yearly Progress

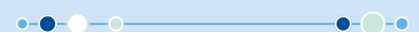
The No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To meet these standards, California public schools and districts must meet or exceed criteria in four target areas:

1. Participation rate on statewide assessments in English-language arts and mathematics
2. Percentage of students scoring proficient on statewide assessments in English-language arts and mathematics
3. API scores
4. Graduation rate for high schools

The table displays whether or not the school and district made AYP overall and met each of the AYP criteria for 2009-10. For more information, visit www.cde.ca.gov/ta/ac/ay/.



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Teacher Qualifications

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



Professional Development

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 20 early release days set aside for teacher staff development and grade level collaboration.

For the previous three school years, we had five days each year dedicated to staff and professional development.



Teacher Qualifications

Teacher Credential Information

	San Miguel JUSD		Cappy Culver ES	
	09-10	07-08	08-09	09-10
Teachers				
With Full Credential	27	6	7	7
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence		0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note: Total teacher misassignments includes the number of misassignments of teachers of English Learners.

Teacher Misassignments and Vacant Teacher Positions

	Cappy Culver ES		
	08-09	09-10	10-11
Teacher Misassignments of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

No Child Left Behind 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. The table displays data regarding NCLB compliant teachers from the 2009-10 school year. For more information on teacher qualifications related to NCLB, please visit www.cde.ca.gov/nclb/sr/tg.

No Child Left Behind Compliant Teachers

	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
Cappy Culver ES	100.0%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	✧	✧

NCLB Note: High-poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 25% or less in the free and reduced priced meals program.

✧ Not applicable.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note the district salary data does not include benefits.

District Salary Data		
Category	San Miguel JUESD	Similar Sized District
Beginning Teacher Salary	\$37,502	\$38,905
Mid-Range Teacher Salary	\$59,311	\$56,504
Highest Teacher Salary	\$72,800	\$71,750
Average Principal Salary	\$72,000	\$92,053
Superintendent Salary	\$92,500	\$111,055
Teacher Salaries — Percent of Budget	39.3%	37.9%
Administrative Salaries — Percent of Budget	7.2%	6.8%

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
	Cappy Culver ES
Total Expenditures Per Pupil	\$7,953
Expenditures Per Pupil From Restricted Sources	\$4,720
Expenditures Per Pupil From Unrestricted Sources	\$3,232
Annual Average Teacher Salary	\$53,956

Financial Data Comparison

The following table displays the school's per pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Cappy Culver ES	\$3,232	\$53,956
San Miguel JUSD	\$1,426	\$59,782
California	\$5,681	\$56,074
School and District — Percent Difference	+55.9%	-10.8%
School and California — Percent Difference	-75.8%	-3.9%

Financial Data

The financial data displayed in the SARC is from the 2008-09 fiscal year. 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. For more detailed financial information, please visit www.cde.ca.gov/ds/fd/cs and www.cde.ca.gov/ds/fd/ec.



Types of Services Funded

San Miguel JUSD offers a variety of support and enrichment opportunities for the students and community, including: childcare (LEAP), Gifted and Talented Education (GATE) classes, Title I services, Scouts, and Adult Education in conjunction with the local community college.



Cappy Culver Elementary School

SARC
2009-10



San Miguel Joint Union School District

GRADES K-6

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Data in this report are provided by the California Department of Education (CDE), school and the district office. For additional information on facts about California schools and districts, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English Learners.

All data accurate as of February 2011.