

Lillian Larsen Elementary School

SARC
2009-10



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

GRADES K-8

1601 L Street San Miguel, CA 93451

Phone: (805) 467-3216 Fax: (805) 467-3410

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Dr. Curt Dubost
Superintendent/Principal

Principal's Message

San Miguel Joint Union School District is dedicated to academic excellence and improved student 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
- On the District English Language Advisory Committee (DELAC)

For details on how to offer your time, please call Dr. Curt Dubost, Superintendent/Principal, at (805) 467-3216.

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 August 2010.



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Mission

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"Achieving Excellence for All"



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Public Internet Access

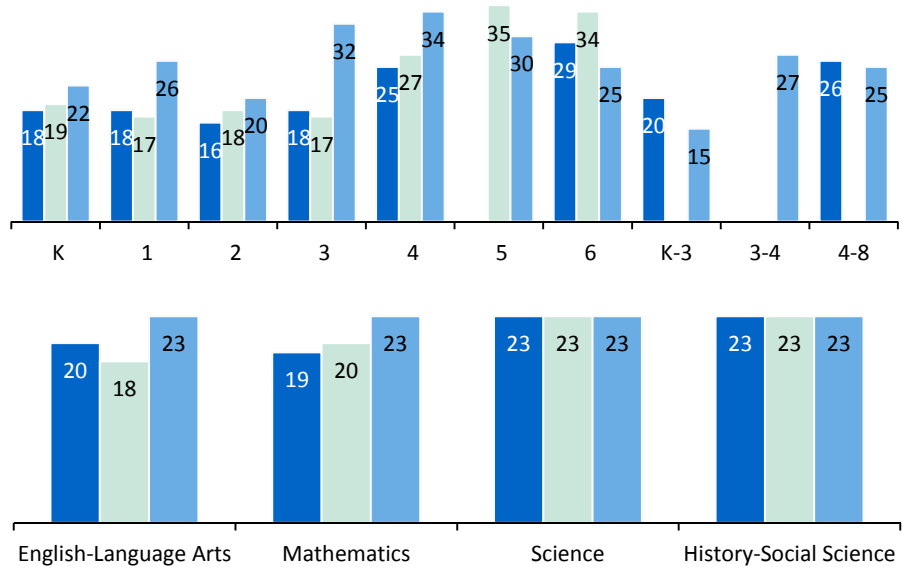
Internet access is available at public libraries and other locations that are publicly accessible (i.e., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, 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.



Class Size

07-08 08-09 09-10

The bar graphs display 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 | 2 | | | 3 | | | 2 | | |
| 1 | 2 | | | 3 | | | 2 | | |
| 2 | 3 | | | 3 | | | 2 | | |
| 3 | 3 | | | 3 | | | 1 | | |
| 4 | | 1 | | | 2 | | 1 | | |
| 5 | | | | | | 1 | 1 | | |
| 6 | | 1 | | | | 1 | 1 | | |
| K-3 | 1 | | | | | | 2 | | |
| 3-4 | | | | | | | 1 | | |
| 4-8 | | 2 | | | | | 1 | | |

Class Size Distribution — Number of Classrooms By Size

| Subject | 07-08 | | | 08-09 | | | 09-10 | | |
|------------------------|-------|-------|-----|-------|-------|-----|-------|-------|-----|
| | 1-22 | 23-32 | 33+ | 1-22 | 23-32 | 33+ | 1-22 | 23-32 | 33+ |
| English-Language Arts | 5 | | | 7 | | | 4 | 4 | |
| Mathematics | 4 | 1 | | 4 | | | 2 | 2 | |
| Science | 3 | 2 | | 2 | 2 | | 2 | 2 | |
| History-Social Science | 3 | 1 | | 2 | 2 | | 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.

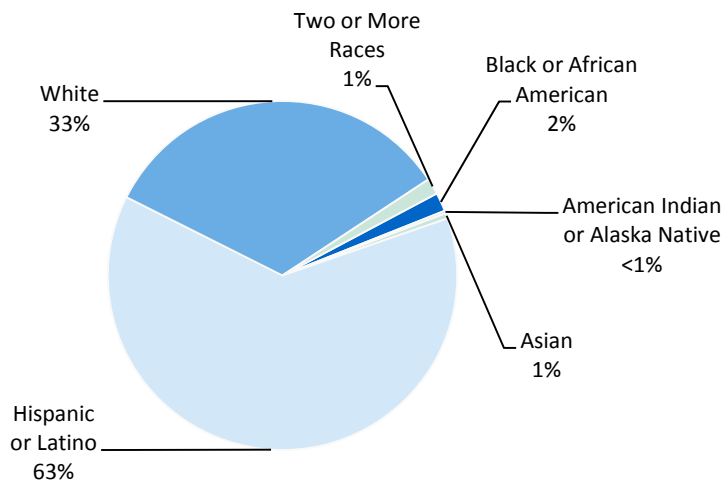
Every student in San Miguel Joint Union School District has access to State-adopted textbooks according to his or her grade level, for use in the classroom and at home. Both school sites have computer labs with the latest in educational technology.

| Textbooks and Instructional Materials List | | |
|--|------------------------------------|---------|
| Subject | Textbook | Adopted |
| English-Language Arts | McDougal-Littell Literature (6-8) | 2002 |
| Mathematics | McDougal-Littell Mathematics (6-8) | 2002 |
| Science | Houghton Mifflin | 2007 |
| History-Social Science | Holt, Rinehart and Winston (7-8) | 2006 |

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

Enrollment and Demographics

The total enrollment at the school was 402 students for the 2009-10 school year.



Suspensions and Expulsions

| | Suspension and Expulsion Rates | | | | | |
|-----------------|--------------------------------|-------|-------|-----------------|-------|-------|
| | Lillian Larsen ES | | | San Miguel JUSD | | |
| | 07-08 | 08-09 | 09-10 | 07-08 | 08-09 | 09-10 |
| Suspension Rate | 0.127 | 0.031 | 0.107 | 0.088 | 0.064 | 0.083 |
| Expulsion Rate | 0.000 | 0.000 | 0.035 | 0.002 | 0.000 | 0.026 |

Availability of Textbooks and Instructional Materials

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

| Lillian Larsen ES | |
|----------------------------|-----------------|
| Subject | Percent Lacking |
| Reading/Language Arts | 0% |
| Mathematics | 0% |
| Science | 0% |
| History-Social Science | 0% |
| Visual and Performing Arts | ✧ |
| Foreign Language | ✧ |
| Health | ✧ |
| ✧ Not applicable. | |



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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.



School Facility Items Inspected

The table shows 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
- **Restrooms/Fountains:** Restrooms, Sinks/Drinking Fountains (interior and exterior)
- **Interior:** Interior Surfaces (floors, ceilings, walls, and window casings)
- **Safety:** Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)
- **Cleanliness:** Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas)
- **Structural:** Structural Condition, Roofs
- **Electrical:** Electrical Systems (interior and exterior)
- **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 | | | Exemplary |
| Date of the Most Recent School Site Inspection | | | 09/20/10 |
| Date of the Most Recent Completion of the Inspection Form | | | 10/07/10 |

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

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 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.

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. Some buildings date back to the early 1970s, 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.

During the 2008-09 school year, two classrooms and a new facility for the Community Day School were added. These were paid for utilizing developers' fees.

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.

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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.

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, science, and history-social science.

Percentage of Students Scoring At Proficient or Advanced Levels

| | Lillian Larsen 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 | 37% | 41% | 43% | 39% | 43% | 46% | 46% | 50% | 52% |
| Mathematics | 43% | 40% | 37% | 41% | 42% | 45% | 43% | 46% | 48% |
| Science | 54% | 37% | 34% | 48% | 34% | 36% | 46% | 50% | 54% |
| History-Social Science | 53% | 38% | 42% | 49% | 37% | 38% | 36% | 41% | 44% |

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

Percentage of Students Scoring At Proficient or Advanced Levels

| Group | Spring 2010 Results | | | |
|---|-----------------------|-------------|---------|------------------------|
| | English-Language Arts | Mathematics | Science | History-Social Science |
| All Students in the District | 46% | 45% | 36% | 38% |
| All Students at the School | 43% | 37% | 34% | 42% |
| Male | 35% | 33% | 42% | 50% |
| Female | 51% | 40% | 26% | 33% |
| Black or African American | ❖ | ❖ | ❖ | ❖ |
| American Indian or Alaska Native | ❖ | ❖ | ❖ | ❖ |
| Asian | ❖ | ❖ | ❖ | ❖ |
| Filipino | ❖ | ❖ | ❖ | ❖ |
| Hispanic or Latino | 36% | 35% | 20% | 19% |
| Native Hawaiian or Pacific Islander | ❖ | ❖ | ❖ | ❖ |
| White | 56% | 39% | 52% | 67% |
| Two or More Races | ❖ | ❖ | ❖ | ❖ |
| Socioeconomically Disadvantaged | 38% | 35% | 23% | 24% |
| English Learners | 27% | 32% | 16% | ❖ |
| Students with Disabilities | 40% | 14% | ❖ | ❖ |
| 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.

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.





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.



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 | 2 | 3 | 2 |
| Similar Schools API Rank | 2 | 5 | 4 |

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 | 27 | -1 | 9 |
| Black or African American | ■ | ■ | ■ |
| American Indian or Alaska Native | ■ | ■ | ■ |
| Asian | ■ | ■ | ■ |
| Filipino | ■ | ■ | ■ |
| Hispanic or Latino | 4 | 0 | 19 |
| Native Hawaiian or Pacific Islander | ■ | ■ | ■ |
| White | 70 | -4 | -17 |
| Two or More Races | ■ | ■ | ■ |
| Socioeconomically Disadvantaged | 23 | 5 | 14 |
| English Learners | 27 | -15 | 22 |
| Students with Disabilities | ■ | ■ | ■ |

■ Data are reported only for numerically significant groups.

API Growth by Student Group: 2010 Growth API Comparison

| API Growth by Student Group — 2010 Comparison | | | |
|---|-------------------|-----------------|------------|
| Group | 2010 Growth API | | |
| | Lillian Larsen ES | San Miguel JUSD | California |
| All Students | 732 | 754 | 767 |
| Black or African American | ■ | ■ | 686 |
| American Indian or Alaska Native | ■ | ■ | 728 |
| Asian | ■ | ■ | 890 |
| Filipino | ■ | ■ | 851 |
| Hispanic or Latino | 704 | 713 | 715 |
| Native Hawaiian or Pacific Islander | ■ | ■ | 753 |
| White | 779 | 800 | 838 |
| Two or More Races | ■ | ■ | 807 |
| Socioeconomically Disadvantaged | 709 | 714 | 712 |
| English Learners | 681 | 683 | 692 |
| Students with Disabilities | ■ | ■ | 580 |

■ Data are reported only for numerically significant groups.

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.

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 | | |
|---|-------------------|-----------------|
| | Lillian Larsen ES | San Miguel JUSD |
| Program Improvement Status | In PI | In PI |
| First Year of Program Improvement | 2007-2008 | 2007-2008 |
| Year in Program Improvement | Year 4 | Year 3 |
| Number of Schools Identified for Program Improvement | | 1 |
| Percent of Schools Identified for Program Improvement | | 33.3% |

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.

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

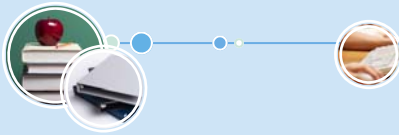
| Grade 5 | |
|-----------------------|-------|
| Four of Six Standards | 14.0% |
| Five of Six Standards | 0.0% |
| Six of Six Standards | 0.0% |
| Grade 7 | |
| Four of Six Standards | 2.2% |
| Five of Six Standards | 28.9% |
| Six of Six Standards | 37.8% |

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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Adequate Yearly Progress

| Adequate Yearly Progress Criteria | | | | |
|-----------------------------------|------------------------------|--------------------|------------------------------|--------------------|
| | Lillian Larsen ES | | San Miguel JUSD | |
| Met Overall AYP | No | | No | |
| AYP Criteria | English-Language Arts | Mathematics | English-Language Arts | Mathematics |
| Participation Rate | Yes | Yes | Yes | Yes |
| Percent Proficient | No | No | 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) | 0.3 |
| Library Media Teacher (Librarian) | 0.0 |
| Library Media Services Staff (Paraprofessional) | 0.4 |
| Psychologist | 0.3 |
| Social Worker | 0.0 |
| Nurse | 0.0 |
| Speech/Language/Hearing Specialist | 0.8 |
| Resource Specialist (non-teaching) | 0.5 |
| Other | 0.0 |

✧ Not applicable.

Teacher Qualifications

| Teacher Credential Information | | | | |
|---|-----------------|-------------------|-------|-------|
| | San Miguel JUSD | Lillian Larsen ES | | |
| Teachers | 09-10 | 07-08 | 08-09 | 09-10 |
| With Full Credential | 27 | 24 | 24 | 20 |
| 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 | | | |
|---|-------------------|-------|-------|
| | Lillian Larsen 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/tq.

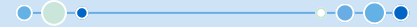
| No Child Left Behind Compliant Teachers | | |
|---|--|---------------------------------------|
| | Percent of Classes in Core Academic Subjects | |
| | Taught by NCLB Compliant Teachers | Taught by Non-NCLB Compliant Teachers |
| Lillian Larsen ES | 100.0% | 0.0% |
| All Schools in District | 100.0% | 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.

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.



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 Financial Data

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

| | Lillian Larsen ES |
|--|-------------------|
| Total Expenditures Per Pupil | \$3,666 |
| Expenditures Per Pupil From Restricted Sources | \$105 |
| Expenditures Per Pupil From Unrestricted Sources | \$3,561 |
| Annual Average Teacher Salary | \$61,902 |

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.



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 |
|--|--|-------------------------------|
| Lillian Larsen ES | \$3,561 | \$61,902 |
| San Miguel JUSD | \$1,426 | \$59,782 |
| California | \$5,681 | \$56,074 |
| School and District — Percent Difference | +59.9% | +3.4% |
| School and California — Percent Difference | -59.5% | +9.4% |

School Accountability Report Card

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.

PUBLISHED BY:

SIA School
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