

# LILLIAN LARSEN ELEMENTARY SCHOOL



**GRADES K-8**  
1601 L Street San Miguel, CA 93451  
Phone: (805) 467-3216 Fax: (805) 467-3410

**Dean Smith**  
Superintendent/Principal

## 2007-08 School Accountability Report Card

Published During the 2008-09 School Year

### Principal's Message

San Miguel Joint Union School 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
- As athletic coaches
- In our Parent Teacher Organization (PTO)
- As after-school tutors
- As field trip chaperones
- In School Site Council
- Library volunteer
- Reading with children

For details on how to offer your time, please call Dean Smith, 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 June 2008.

### 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.

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### Mission

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### Governing Board

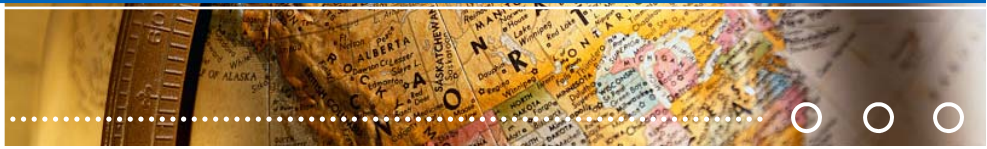
Meg Brooks  
President

Mary Jo Del Campo  
Board Clerk

Charlie Brooks  
Member

Rob Roberson  
Member

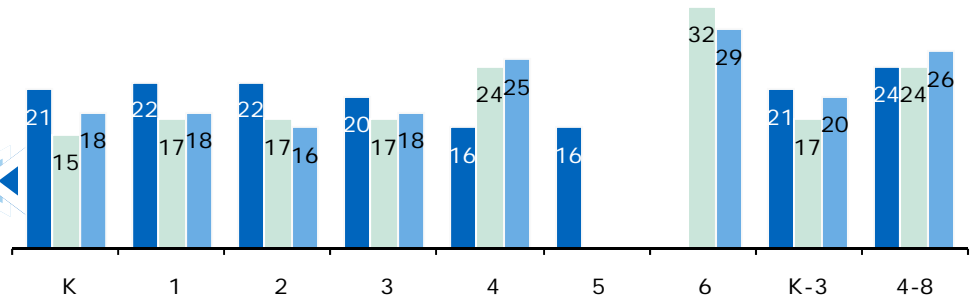
John Green  
Member



### Class Size

The bar graphs display the three-year data for average class size.

■ 05-06 ■ 06-07 ■ 07-08



Class Size Distribution — Number of Classrooms By Size

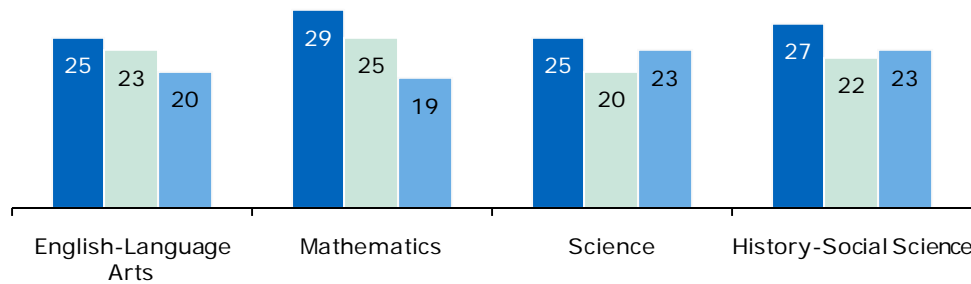
Grade	05-06			06-07			07-08		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	2			2			2		
1	1			2			2		
2	1			3			3		
3	1			2			3		
4		1			1			1	
5		1							
6					1			1	
K-3	1	1		1			1		
4-8		1			2			2	

### 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 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 2007-08, 51.0% of students in the seventh grade scored in the HFZ. For more information on the California PFT, please visit [www.cde.ca.gov/ta/tg/pf/](http://www.cde.ca.gov/ta/tg/pf/).



Class Size Distribution — Number of Classrooms By Size

Subject	05-06			06-07			07-08		
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English-Language Arts	1	8		1	4		5		
Mathematics	1	3	1	2		1	4	1	
Science	1	4		2	1		3	2	
History-Social Science	1	4		3	1		3	1	



## School Facility Good Repair Status

The table shows the results of the school's most recently completed inspection, using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status.

School Facility Conditions and Improvements				
Item Inspected	Repair Status			
	Good	Fair	Poor	
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	✓			
Roofs	✓			
Overall Cleanliness	✓			
Overall Summary of Facility Condition				
	Exemplary	Good	Fair	Poor
Overall Summary	✓			

Note: The most recent school site inspection occurred on September 18, 2008, and the inspection form was most recently completed on September 18, 2008.

## Suspensions and Expulsions

The 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						
	Lillian Larsen ES			San Miguel JUSD		
	05-06	06-07	07-08	05-06	06-07	07-08
Suspension Rate	0.045	0.028	0.127	0.258	0.093	0.088
Expulsion Rate	0.045	0.002	0.000	0.258	0.002	0.002

## 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.

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. to 9:00 P.M., Mondays through Fridays. 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 are being added. These were paid for utilizing developers' fees.

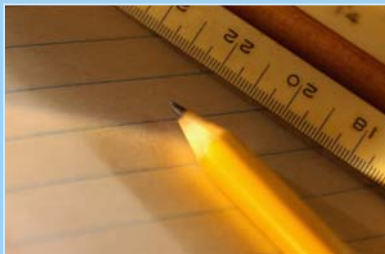
The District participates in the State School Deferred Maintenance Program, which provides State-matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2008-09 school year, the District budgeted \$15,000 for the Deferred Maintenance Program. This represents 0.004% of the District's general fund budget.



## Availability of Textbooks and Instructional Materials

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

- Reading/Language Arts 0%
- Mathematics 0%
- Science 0%
- History-Social Science 0%
- Visual and Performing Arts ✧
- Foreign Language ✧
- Health ✧
- ✧ Not applicable.



## Textbooks and Instructional Materials

The textbook adoption cycle is aligned with the State Standards. 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.

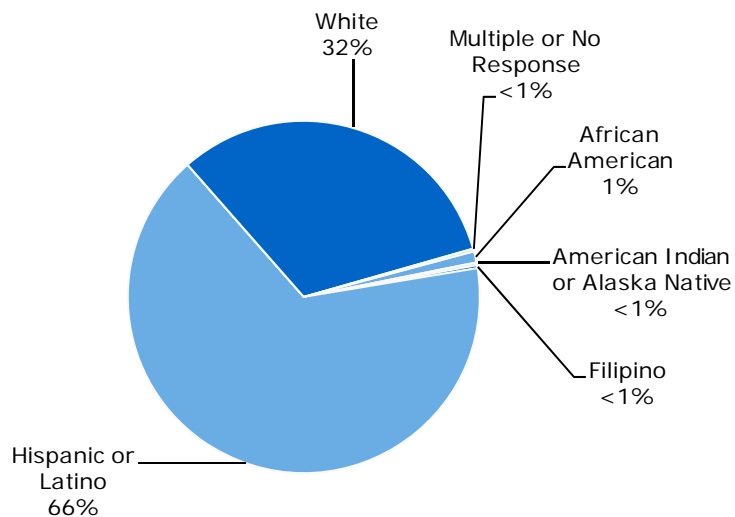
Textbooks and Instructional Materials List		
Subject	Textbook	Adopted
English-Language Arts	McDougal-Littell Literature (6-8)	2002
English-Language Arts	Houghton Mifflin Reading (California) (K-5)	2003
Mathematics	McDougal-Littell Mathematics (6-8)	2002
Mathematics	Houghton Mifflin Mathematics (K-5)	2002
Science	Houghton Mifflin	2007
History-Social Science	Harcourt (K-6)	2006
History-Social Science	Holt, Rinehart and Winston (7-8)	2006
English Language Development	Hampton-Brown (K-8)	2008

## Public 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 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.

## Enrollment and Demographics

The total enrollment was 390 students for the 2007-08 school year.





## California Standards Tests Results

The multiple-choice California Standards Tests (CST) are part of the Standardized Testing and Reporting (STAR) and 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.

Percentage of Students Scoring At Proficient or Advanced Levels									
	Lillian Larsen ES			San Miguel JUSD			California		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
English-Language Arts	31%	31%	37%	34%	35%	39%	42%	43%	46%
Mathematics	35%	34%	43%	35%	36%	41%	40%	40%	43%
Science	21%	22%	54%	23%	21%	48%	35%	38%	46%
History-Social Science	27%	29%	53%	27%	29%	49%	33%	33%	36%



### California Standards Tests

For the 2008 STAR exam, students in grades 2-8 took an English-language arts and mathematics test. Students in grades 4 and 7 also participated in an essay writing test. History-social science tests were given to students in grade 8 and students in grades 5 and 8 took 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**

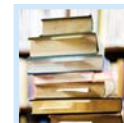
Students scoring at the Proficient or Advanced level meet State Standards in that content area.

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

## CST Student Group Results: English-Language Arts, Mathematics, Science, and History-Social Science

Percentage of Students Scoring At Proficient or Advanced Levels				
Group	Spring 2008 Results			
	English-Language Arts	Mathematics	Science	History-Social Science
Male	33%	46%	71%	65%
Female	40%	39%	35%	40%
Economically Disadvantaged	30%	37%	48%	40%
English Learners	18%	36%	46%	42%
Students with Disabilities	15%	25%	❖	❖
Migrant Education Services	35%	33%	❖	❖
African American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	28%	36%	48%	41%
Pacific Islander	❖	❖	❖	❖
White	52%	53%	64%	73%

❖ 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.





## 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

The table displays whether or not the school made AYP overall and met each of the AYP criteria for 2007-08. For a detailed report on AYP, please visit [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).

## Adequate Yearly Progress

Adequate Yearly Progress Criteria				
	Lillian Larsen ES		San Miguel JUSD	
<b>Met Overall AYP</b>	No		No	
<b>AYP Criteria</b>	<b>English-Language Arts</b>	<b>Mathematics</b>	<b>English-Language Arts</b>	<b>Mathematics</b>
<b>Participation Rate</b>	Yes	Yes	Yes	Yes
<b>Percent Proficient</b>	No	Yes	No	No
<b>API</b>	Yes		Yes	
<b>Graduation Rate</b>	✧		✧	

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

## 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 tables show the school's three-year data for API rank and API growth. For more detailed information, please visit [www.cde.ca.gov/ta/ac/ap/](http://www.cde.ca.gov/ta/ac/ap/).

## Academic Performance Index

API Ranks — Three Year Comparison			
	04-05	05-06	06-07
<b>Statewide API Rank</b>	3	3	2
<b>Similar Schools API Rank</b>	3	5	2

## API Growth by Student Group — Three Year Comparison

Group	Actual API Change			2007-08 Growth API Score
	05-06	06-07	07-08	
<b>All Students at the School</b>	-11	1	27	723
<b>African American</b>	■	■	■	■
<b>American Indian or Alaska Native</b>	■	■	■	■
<b>Asian</b>	■	■	■	■
<b>Filipino</b>	■	■	■	■
<b>Hispanic or Latino</b>	14	6	4	682
<b>Pacific Islander</b>	■	■	■	■
<b>White</b>	-16	0	70	803
<b>Socioeconomically Disadvantaged</b>	19	4	23	689
<b>English Learners</b>	■	-9	27	672
<b>Students with Disabilities</b>	■	■	■	■

■ Data are reported only for numerically significant groups.

**Testing Note:** Assessment data are reported only for numerically significant groups. Data may not appear if ethnic/racial, socio-economically disadvantaged, or other groups (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.



## Teacher Qualifications

Teacher Credential Information				
	San Miguel JUSD	Lillian Larsen ES		
Teachers	07-08	05-06	06-07	07-08
With Full Credential	31	18	22	24
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence		0	0	0



### Teacher Qualifications

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

## Teacher Misassignments and Vacant Teacher Positions

The 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		
	06-07	07-08	08-09
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

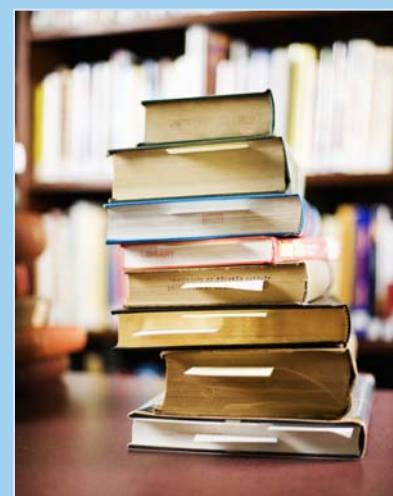
No Child Left Behind (NCLB) requires that all teachers of core academic subject areas be "highly qualified." In general, for a teacher to be considered highly qualified, they must have a bachelor's degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. The table displays data regarding NCLB compliant teachers from the 2007-08 school year. 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 NCLB Compliant Teachers		
	% of Classes Taught by NCLB Compliant Teachers	% of Classes 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	◆	◆
Low-Poverty Schools in District	100.0%	0.0%

◆ Information not available.

## Academic Counselors

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



### School Support Staff

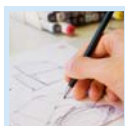
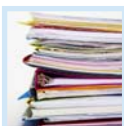
The following is a list of the support staff at the school and their full-time equivalent (FTE):

- Library Media Teacher (Librarian) 0.0
- Library Media Services Staff (paraprofessional) 0.4
- Psychologist 0.4
- Social Worker 0.0
- Nurse 0.0
- Speech/Language/Hearing Specialist 0.8
- Resource Specialist (non-teaching) 1.0
- Other 0.0



## 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, YMCA, Scouts, and Adult Education in conjunction with the local community college.



**SARC:** Data 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 2009.

## Federal Intervention Program

Schools that receive Title I funding can enter Program Improvement (PI) if they don't reach 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 that they don't meet AYP, they advance to the next level of intervention. The table displays the 2008-09 Program Improvement status for the school and district. 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	San Miguel JUSD
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2007-08	2007-08
Year in Program Improvement	Year 2	Year 2
<b>Number of Schools Identified for Program Improvement</b>		
		1
<b>Percent of Schools Identified for Program Improvement</b>		
		33.3%

## Financial Information

The data displayed is from the 2006-07 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 JUSD	Similar Sized District
Beginning Teacher Salary	\$34,680	\$37,322
Mid-Range Teacher Salary	\$53,542	\$53,824
Highest Teacher Salary	\$65,719	\$67,700
Average Principal Salary	\$72,000	\$85,507
Superintendent Salary	\$92,500	\$104,993
% of Budget for Teacher Salaries	41.4%	37.6%
% of Budget for Administrative Salaries	9.0%	6.4%

Financial Data				
	Total Expenditures Per Pupil	Expenditures Per Pupil From Restricted Sources	Expenditures Per Pupil From Unrestricted Sources	Average Teacher Salary
Lillian Larsen ES	\$4,097	\$611	\$3,486	\$46,352
San Miguel JUSD			\$5,517	\$49,105
California			\$5,300	\$54,322
% Difference Between School and District			-58.3%	-5.9%
% Difference Between School and California			-52.0%	-17.2%