

Cappy Culver Elementary School

11011 Heritage Ranch Loop Rd. • Paso Robles, CA 93446 • 805.227.1040 • Grades

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2016-17 School Accountability Report Card Published During the 2017-18 School Year



San Miguel Joint Union School District

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District Governing Board

Mary Jo Del Campo, President
Jan Lynch, Clerk
Randy Kwiatkowski
Jean Hoffmann
Mike Sanders

District Administration

Curt Dubost
Superintendent
Stephanie Schofield
Director of Special Education
Karen Grandoli
**Director of Curriculum and
Instruction**

School Description

Cappy Culver School and staff strive to collaborate with the community and encourage community involvement through school organizations and activities. Students are actively engaged learners who think critically and are provided opportunities to utilize technology to collaborate and participate in the classroom and beyond in order to achieve academic excellence for all. Cappy Culver School recognizes and celebrates staff and student achievements while maintaining a safe, orderly school with students and staff that exhibit positive character traits and respect for all.

Principal's Message

Cappy Culver School is dedicated to academic excellence and improved achievement. We strive to develop 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 the needs of each student are best supported when we work together. Cappy Culver Elementary (CCE) has a strong record of providing a safe and intellectually challenging environment with high standards and expectations to ensure that each student excels both in both academics and citizenship.

If you would like additional information about our school, please contact us at (805) 227-1040.

About the SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	41
Grade 1	23
Grade 2	27
Grade 3	24
Grade 4	34
Grade 5	34
Grade 6	21
Grade 7	20
Grade 8	29
Total Enrollment	253

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	0.8
Asian	0
Filipino	0.8
Hispanic or Latino	25.7
Native Hawaiian or Pacific Islander	0
White	68
Two or More Races	4.7
Socioeconomically Disadvantaged	39.5
English Learners	4.3
Students with Disabilities	12.3
Foster Youth	0.8

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Cappy Culver Elementary School	15-16	16-17	17-18
With Full Credential	13	14	13
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
San Miguel Joint Union School District	15-16	16-17	17-18
With Full Credential	♦	♦	34
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Cappy Culver Elementary School	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

The textbook-adoption cycle is aligned with the state standards. Textbooks are consistent with the content standards and cycles of the curriculum frameworks adopted by the State Board of Education. At the regular meeting of the governing board held on September 8, 2016, a public hearing was held, and the board approved a resolution on the sufficiency of instructional materials. This resolution, in accordance with Education Code 60199, confirmed that every student at Lillian Larsen and Cappy Culver schools have access to state adopted textbooks according to his or her grade level for use in the classroom and at home.

This year, our teachers are implementing the newboard-approved, state-adopted English language arts (ELA) curriculum at each site. The materials were piloted in classrooms last year.

All classrooms and students have access to the internet to utilize the educational technology available to our students. Each classroom has multiple computers that are internet-connected with the approved educational software for that grade level.

Both school sites have computer labs with the latest in educational technology. Starting in 2013-14, all students in grades 4-8 were provided with district-purchased iPads to enhance learning in the classroom and provide the latest educational technology applications to our students at both Cappy Culver and Lillian Larsen. The technology plan has expanded to include Chromebooks for all middle school students in grades 6-8, which began in 2015-16 and continues to be a success. Culminating projects at each grade level incorporate a technology component, and digital portfolios are a goal for all students.

The district is committed to providing quality textbooks to every student and will continue to align textbooks with the SBE guidelines with California standards

Textbooks and Instructional Materials Year and month in which data were collected: 9/8/2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>Wonders, McGraw-Hill (TK-2) Adopted: 2016</p> <p>Journeys, Houghton Mifflin (3-5) Adopted: 2016</p> <p>Collections, Houghton Mifflin (6-8) Adopted: 2016</p> <p>My Math, McGraw-Hill (K-1) Adopted: 2016</p> <p>ELD is embedded in the ELA adopted materials for K-8 Adopted: 2016</p> <p>The textbooks listed are from most recent adoption: Yes</p>
Mathematics	<p>Eureka Math (2-8) Adopted: 2014-15</p> <p>The textbooks listed are from most recent adoption: Yes</p>
Science	<p>California Science, Houghton Mifflin (K-6) Adopted: 2007</p> <p>California Science, Pearson/Prentice Hall (7-8) Adopted: 2008</p> <p>The textbooks listed are from most recent adoption: Yes</p>
History-Social Science	<p>Reflections, Harcourt (K-6) Adopted: 2007</p> <p>Holt, Rinehart and Winston (7-8) Adopted: 2006</p> <p>The textbooks listed are from most recent adoption: Yes</p>

Textbooks and Instructional Materials
Year and month in which data were collected: 9/8/2016

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

Cappy Culver Elementary is a fairly newschool. The district facilities are maintained to the highest standards for everyone to enjoy. The school is a wonderful source of pride for the entire community and remains as one of the most desirable places to work and go to school.

Cappy Culver Elementary School opened in August 2005. Located near beautiful Lake Nacimiento, it features the latest in educational and technological facilities. Currently, there are 259 students enrolled in grades TK-8. There are sufficient classrooms, playgrounds, and staff spaces to support teaching and learning. Features include a library, computers, playground, athletic fields and a multipurpose room. In 2011-12, seventh grade was added to Cappy Culver, and in 2012-13, we added an eighth-grade self-contained classroom. The original school is contained in one building, and two portable buildings were added for grades 7-8. The overall facility rating for the school is exemplary, and the facility is maintained on a regular basis with one full-time day custodian. Periodic inspections of the facility by the Director of Maintenance, Operations and Transportation ensure the school is clean and orderly, and cleaning schedules are adapted as necessary.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 12/2/2016

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical		X		
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	58	59	45	45	48	48
Math	41	40	36	36	36	37

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	75	67	52	53	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	18.8	28.1	18.8
7	20	35	20

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	169	162	95.86	58.64
Male	91	85	93.41	54.12
Female	78	77	98.72	63.64
Filipino	--	--	--	--
Hispanic or Latino	45	44	97.78	45.45
Native Hawaiian or Pacific Islander	--	--	--	--
White	117	111	94.87	63.96
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	70	64	91.43	53.13
English Learners	11	11	100	36.36
Students with Disabilities	19	16	84.21	37.5
Students Receiving Migrant Education Services	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2016-17 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	168	159	94.64	40.25
Male	90	83	92.22	36.14
Female	78	76	97.44	44.74
Filipino	--	--	--	--
Hispanic or Latino	44	42	95.45	28.57
Native Hawaiian or Pacific Islander	--	--	--	--
White	117	110	94.02	44.55
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	70	63	90	34.92
English Learners	11	10	90.91	10
Students with Disabilities	19	15	78.95	26.67
Students Receiving Migrant Education Services	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

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

- After-school tutoring
- Joining the School Site Council
- Reading with children
- Participating in the CCE Sponsorship Program
- Volunteering in classrooms
- Joining the Parent Teacher Organization (PTO)
- Chaperoning field trips
- Volunteering in the library

For more details and information on volunteering at our school, please contact Principal Stephanie Schofield at (805) 227-1040.

State Priority: School Climate

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

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

School Safety Plan

The San Miguel Unified School District Safety Plan contains plans for combat ing school crime, reporting suspected child abuse, disaster procedures, school discipline policies, and evacuation and safe school egress. Safety drills are held monthly, and throughout the year, students participate in fire, earthquake, lockdown and bus-evacuation drills. The school safety plan was last reviewed in February 2017 and will be updated in March 2017 for approval by the board of trustees

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	2.5	6.2	2.1
Expulsions Rate	0.0	0.7	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	6.5	6.4	3.7
Expulsions Rate	0.0	0.2	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2007-2008
Year in Program Improvement	Year 1	Year 3
Number of Schools Currently in Program Improvement	2	
Percent of Schools Currently in Program Improvement	100	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	0.35
Library Media Teacher (Librarian)	0.03
Library Media Services Staff (Paraprofessional)	
Psychologist	0.32
Social Worker	
Nurse	0.16
Speech/Language/Hearing Specialist	0.71
Resource Specialist	
Other	0.20
Average Number of Students per Staff Member	
Academic Counselor	0

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	17	18	20	1	1	1	1	1	1			
1	30	27					1	1				
2	27	26	27				1	1	1			
3	30	29	24				1	1	1			
4	21	34	34				1				1	1
5	31	13			1		1	1				
6	18	29	21	1			1	1	1			
Other	5		29	1					1			1

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Professional Development provided for Teachers

The Teacher Induction Program (TIP) provides local assistance to all first- and second-year teachers by mentor teachers, who are compensated by the district, as the county no longer supports these efforts. 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.

The governing board and district administration continue to support providing early release days every Wednesday, allowing our teachers collaboration time (PLC: Professional Learning Community), and on alternate Wednesdays, training or instruction is provided by the district with a focus on curriculum changes and implementation of the Common Core State Standards. The district implemented the early release Wednesdays in 2012-13, and the teachers are unanimously in favor of this release time for professional development. The teachers also spend time on their PLC days analyzing student-performance data in order to implement proven strategies to promote student success in accordance with our Local Control and Accountability Plan (LCAP).

During the 2017-18 school year, our district-wide professional development training includes ST Math and Thinking Maps. Lillian Larsen is also working in a partnership with Cal Poly to complete a series of workshops for K-5 teachers on Common Core Math standards and English Language Development strategies.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,558	\$42,598
Mid-Range Teacher Salary	\$64,145	\$62,232
Highest Teacher Salary	\$81,026	\$80,964
Average Principal Salary (ES)	\$90,426	\$102,366
Average Principal Salary (MS)		\$104,982
Average Principal Salary (HS)		
Superintendent Salary	\$155,376	\$117,868
Percent of District Budget		
Teacher Salaries	33%	32%
Administrative Salaries	9%	7%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

San Miguel JUSD offers a variety of support and enrichment opportunities for the students and community, including ASES (After School Education & Safety) and free child care at Lillian Larsen (LEAP: Learning Enrichment After-School Program), accelerated classes, Title I services, tutoring, after-school enrichment classes, educational field trips, and adult education in conjunction with the local community college.

Providing opportunities for academic enhancement and enrichment is the highest of priorities for the San Miguel Joint Union School District. Students have been provided with extensive field trips as well as on campus opportunities in music, dance, art and physical education. Students participate in Learn-by-Doing labs at the San Luis Obispo campus of Cal Poly as well as attend other educational field trips to the campus.

DataQuest

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

Internet Access

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

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$7,593	\$1,646	\$5,949	\$59305
District	◆	◆	\$6,939	\$61,149
State	◆	◆	\$6,574	\$62,232
Percent Difference: School Site/District			-15.4	-3.1
Percent Difference: School Site/ State			-10.0	-4.8

* Cells with ◆ do not require data.