

Cappy Culver Elementary School

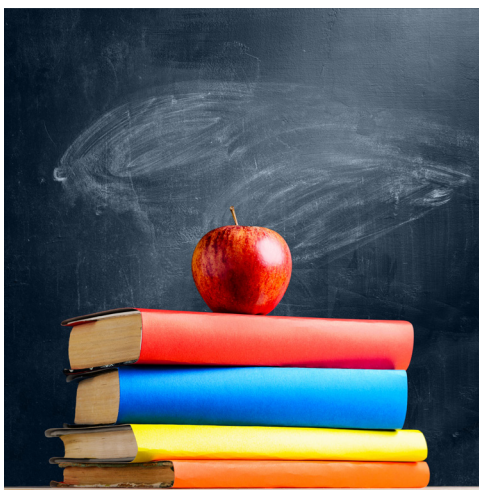
Home of the Dragons!

Grades K-8
CDS Code 40-68825-0108522

Stephanie Schofield
Principal
sschofield@sanmiguelschools.org

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Paso Robles, CA 93446
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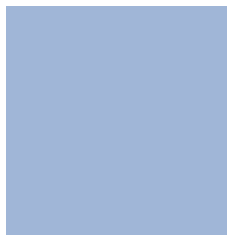
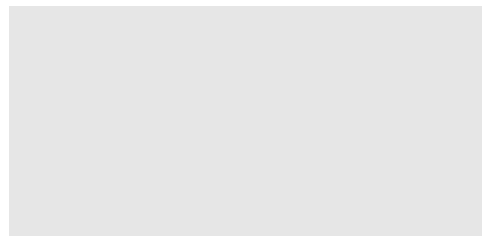
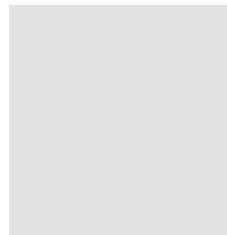
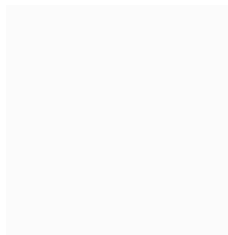
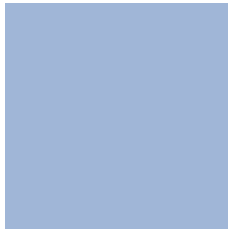
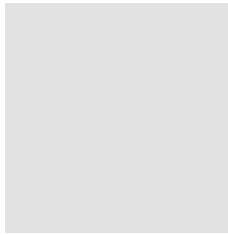
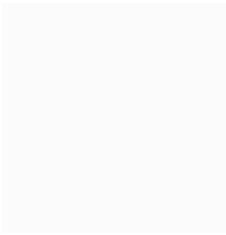
www.sanmiguelschools.org



San Miguel Joint Union School District

1601 L Street San Miguel, CA 93451 ▪ www.sanmiguelschools.org

Mrs. Karen Grandoli, Superintendent ▪ kgrandoli@sanmiguelschools.org ▪ (805) 467-3216





District Goals

San Miguel Joint Union School District will maintain schools where:

Students love learning and are expected to excel

Parents are proud to send their children

Staff works cooperatively and professionally to maximize student achievement in a happy, healthy work-place conducive to learning



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 in both academics and citizenship.

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

School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

School Mission Statement

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.

District Mission Statement

We are dedicated to the beliefs that:

All students shall achieve world-class academic standards

All staff shall maintain an effective school environment for all

Through our successful endeavors, we shall develop productive and responsible citizens for our community

Parental Involvement

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.

District Vision Statement

"Achieving Excellence for All"



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 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 March 2020 for approval by the board of trustees.

Governing Board

Jan Lynch, President

Randy Kwiatkowski, Clerk

Jean Hoffmann

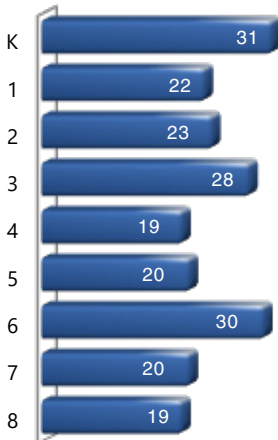
Mike Sanders

Shawn Angulo

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2018-19 school year.

2018-19 Enrollment by Grade



Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates

Cappy Culver ES

	16-17	17-18	18-19
Suspension rates	2.1%	1.5%	3.8%
Expulsion rates	0.0%	0.0%	0.0%

San Miguel JUSD

	16-17	17-18	18-19
Suspension rates	3.7%	3.5%	4.9%
Expulsion rates	0.0%	0.0%	0.0%

California

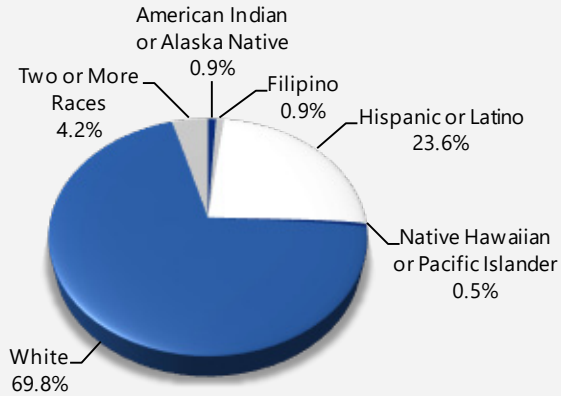
	16-17	17-18	18-19
Suspension rates	3.6%	3.5%	3.5%
Expulsion rates	0.1%	0.1%	0.1%

Enrollment by Student Group

The total enrollment at the school was 212 students for the 2018-19 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2018-19 School Year



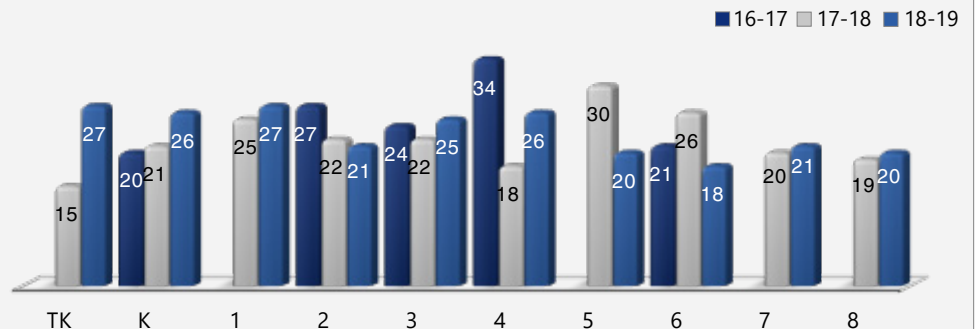
Socioeconomically disadvantaged	44.80%
English learners	3.80%
Students with disabilities	18.40%
Foster youth	0.50%
Homeless	3.30%

Class Size Distribution

The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size

Three-Year Data



Number of Classrooms by Size

Three-Year Data

	2016-17			2017-18			2018-19		
Grade	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
TK				1			2		
K	1	1			1			1	
1					1			1	
2		1			1			1	
3		1			1			1	
4			1	1				1	
5					1		1		
6		1			1		1		
7					1			1	
8				1				1	



CAASPP Test Results in Science for All Students (grades 5, 8 and high school)

The California Science Test (CAST) was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Percentage of Students Scoring at Proficient or Advanced					Two-Year Data	
	Cappy Culver ES		San Miguel JUSD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
Science	✧	✧	✧	✧	✧	✧

CAASPP Test Results in ELA and Mathematics for All Students (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts (ELA)/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	Cappy Culver ES		San Miguel JUSD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
English language arts/literacy	53%	60%	39%	40%	50%	51%
Mathematics	48%	52%	36%	37%	38%	40%

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 Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT 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

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

California Physical Fitness Test		2018-19 School Year	
Percentage of Students Meeting Fitness Standards		Cappy Culver ES	
		Grade 5	Grade 7
Four of six standards		18.2%	5.0%
Five of six standards		31.8%	30.0%
Six of six standards		13.6%	15.0%

✧ Not applicable.

California Assessment of Student Performance and Progress (CAASPP)

For the 2018–19 school year, the CAASPP consists of several key components, including:

California Alternate Assessments (CAA) test includes both ELA/literacy and mathematics in grades 3–8 and 11. The CAA is given to those students with the most significant cognitive disabilities whose current individualized education program (IEP) designates an alternate assessment.

Smarter Balanced Assessments include ELA/literacy and mathematics in grades 3–8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.



CAASPP by Student Group: English Language Arts and Mathematics

The table on the following page displays the percentage of students that met or exceeded state standards in English language arts/literacy and mathematics for the school by student groups for grades 3–8.

The "percentage 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 on the CAA divided by the total number of students who participated in both assessments.

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.

CAASPP Results by Student Group: English Language Arts (grades 3-8)

Percentage of Students Meeting or Exceeding State Standards				2018-19 School Year	
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	128	127	99.22%	0.78%	59.84%
Male	72	72	100.00%	0.00%	44.44%
Female	56	55	98.21%	1.79%	80.00%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	35	34	97.14%	2.86%	47.06%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	86	86	100.00%	0.00%	62.79%
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	58	57	98.28%	1.72%	59.65%
English learners	❖	❖	❖	❖	❖
Students with disabilities	21	21	100.00%	0.00%	9.52%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖

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

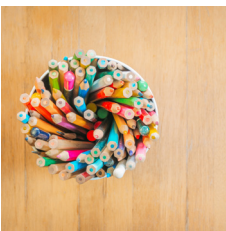




CAASPP Results by Student Group: Mathematics (grades 3-8)

Percentage of Students Meeting or Exceeding State Standards				2018-19 School Year	
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	129	128	99.22%	0.78%	52.34%
Male	73	73	100.00%	0.00%	42.47%
Female	56	55	98.21%	1.79%	65.45%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	35	34	97.14%	2.86%	47.06%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	87	87	100.00%	0.00%	55.17%
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	58	57	98.28%	1.72%	52.63%
English learners	❖	❖	❖	❖	❖
Students with disabilities	21	21	100.00%	0.00%	14.29%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖

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



Availability of Textbooks and Instructional Materials

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

Percentage of Students Lacking Materials by Subject	
2019-20 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	✧
Health	0%



Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks	
2019-20 School Year	
Data collection date	9/12/2019

Textbooks and Instructional Materials

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 12, 2019, 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.

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 List		2019-20 School Year
Subject	Textbook	Adopted
English language arts	<i>Wonders</i> , McGraw-Hill (TK-2)	2016
English language arts	<i>Journeys</i> , Houghton Mifflin (3-5)	2016
English language arts	<i>Collections</i> , Houghton Mifflin (6-8)	2016
Mathematics	<i>My Math</i> , McGraw-Hill (K-1)	2016
Mathematics	Eureka Math (2-8)	2014-15
Science	<i>California Science</i> , Houghton Mifflin (K-6)	2007
Science	<i>California Science</i> , Pearson/Prentice Hall (7-8)	2008
History/social science	<i>Reflections</i> , Harcourt (K-6)	2007
History/social science	Holt, Rinehart and Winston (7-8)	2006
English language development	ELD is embedded in the ELA adopted materials for K-8	2016

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks		2019-20 School Year
Criteria		Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?		Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?		Yes
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?		Yes

✧ Not applicable.





School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. 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.

School Facility Good Repair Status		2019-20 School Year
Items Inspected		Repair Status
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)		Good
Interior: Interior surfaces (floors, ceilings, walls and window casings)		Fair
Cleanliness: Pest/vermin control, overall cleanliness		Good
Electrical: Electrical systems		Good
Restrooms/fountains: Restrooms, sinks and drinking fountains		Fair
Safety: Fire safety, emergency systems, hazardous materials		Good
Structural: Structural condition, roofs		Fair
External: Windows/doors/gates/fences, playgrounds/school grounds		Good
Overall summary of facility conditions		Good
Date of the most recent school site inspection		1/23/2020
Date of the most recent completion of the inspection form		1/23/2020



Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item's repair status, all deficiencies are listed.

Deficiencies and Repairs		2019-20 School Year
Items Inspected	Deficiencies and Action Taken or Planned	Date of Action
Interior	Playfield restrooms need new flooring, ceiling and doors. Repairs scheduled.	Summer 2020
Restrooms/fountains	Main building restrooms need new floor drain and tile floor repair. Repairs scheduled.	Summer 2020
Structural	Roof needs repair. Repairs scheduled.	Summer 2020

School Facilities

Cappy Culver Elementary is a fairly new school. 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 approximately 240 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 and 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.

In 2018-19, the school added security fencing. A 220-yard track was also added to the facility along with a grassy infield, new irrigation and landscaping.

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 at a workstation, and the ability to print documents.





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 Data	
2018-19 School Year	
	Ratio
Academic counselors	✧
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	0.4
Library media teacher (librarian)	0.0
Library media services staff (paraprofessional)	0.0
Psychologist	0.6
Social worker	0.0
Nurse	0.1
Speech/language/hearing specialist	1.0
Resource specialist (nonteaching)	0.0

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information		Three-Year Data		
	San Miguel JUSD	Cappy Culver ES		
Teachers	19-20	17-18	18-19	19-20
With a full credential	32	13	12	12
Without a full credential	0	0	0	0
Teaching outside subject area of competence (with full credential)	1	0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) 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 that total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions		Three-Year Data		
		Cappy Culver ES		
Teachers		17-18	18-19	19-20
Teacher misassignments of English learners		0	0	0
Total teacher misassignments		0	0	0
Vacant teacher positions		0	0	0

Professional Development

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).

The district has also incorporated Common Core Math Strategies, Next Generation Science Standards, and Trauma Informed Practices.

Professional Development Days		Three-Year Data		
	2017-18	2018-19	2019-20	
Number of school days dedicated to staff development and continuous improvement	5 days	20 partial days	20 partial days	



Financial Data

The financial data displayed in this SARC is from the 2017-18 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 detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

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.

Salary Data	2017-18 Fiscal Year	
	San Miguel JUSD	Similar Sized District
Beginning teacher salary	\$41,775	\$45,252
Midrange teacher salary	\$66,069	\$65,210
Highest teacher salary	\$83,457	\$84,472
Average elementary school principal salary	\$97,765	\$107,614
Superintendent salary	\$151,000	\$124,686
Teacher salaries: percentage of budget	31%	31%
Administrative salaries: percentage of budget	8%	7%



Financial Data Comparison

This 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	2017-18 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Cappy Culver ES	\$5,759	\$64,014
San Miguel JUSD	\$7,707	\$62,273
California	\$7,507	\$64,941
School and district: percentage difference	-25.3%	+2.8%
School and California: percentage difference	-23.3%	-1.4%

Types of Services Funded

San Miguel JUSD offers a variety of support and enrichment opportunities for the students and community, including After School Education & Safety (ASES) 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.

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	
2017-18 Fiscal Year	
Total expenditures per pupil	\$8,332
Expenditures per pupil from restricted sources	\$2,573
Expenditures per pupil from unrestricted sources	\$5,759
Annual average teacher salary	\$64,014

Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Cappy Culver Elementary School

Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.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. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of December 2019.

School Accountability Report Card

PUBLISHED BY:



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