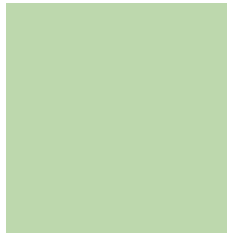
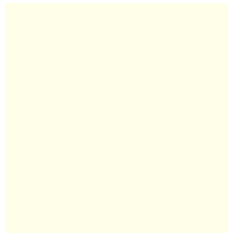


# SARC

School Accountability Report Card 2018-19

Published in 2019-20



## Lillian Larsen Elementary School

*Home of the Hornets!*

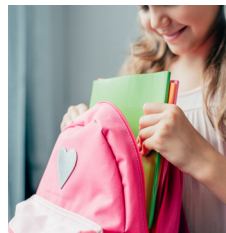
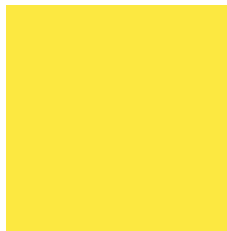
Grades TK-8  
CDS Code 40-68825-6043319

Karen Grandoli  
Principal  
[kgrandoli@sanmiguelsschools.org](mailto:kgrandoli@sanmiguelsschools.org)

1601 L Street  
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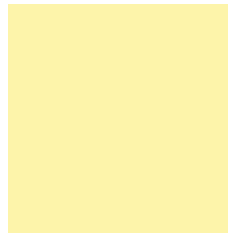
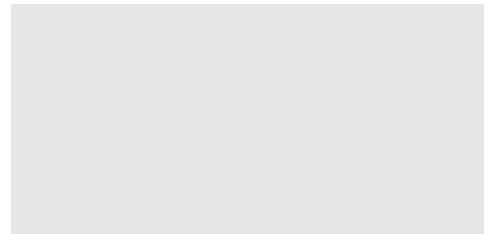
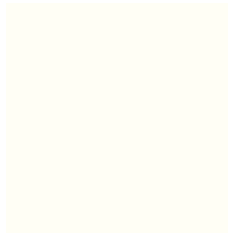
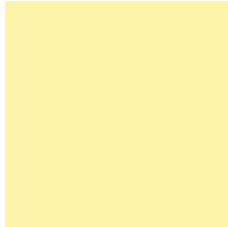
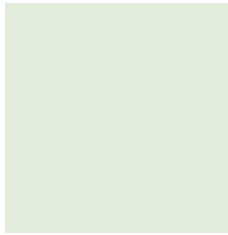
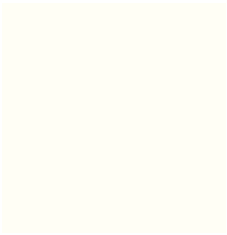
Para español, visita [www.sanmiguelsschools.org](http://www.sanmiguelsschools.org)



## San Miguel Joint Union School District

1601 L Street San Miguel, CA 93451 ▪ [www.sanmiguelsschools.org](http://www.sanmiguelsschools.org)

Mrs. Karen Grandoli, Superintendent ▪ [kgrandoli@sanmiguelsschools.org](mailto:kgrandoli@sanmiguelsschools.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

Lillian Larsen Elementary 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. We have a strong record of achievement and continuing improvement. Administrators take pride in our schools, getting to know the students, parents and community while providing the students of San Miguel a top-notch education.

At Lillian Larsen School, we are especially proud of:

- Low class sizes
- Field trips and after-school programs including organized sports (grades 6-8), Agriculture, Wood Shop, Art, Library Skills, Music and Community Garden
- Chromebooks for each student in grades 3-8
- Specialized instruction at the middle-school level by single-subject credentialed teachers
- An inclusion model for students with special needs
- Character Counts! and Capturing Kids' Hearts programs
- Physical education teacher for all grades in the best facilities in the North County

If you would like additional information about our school, please contact us.

## School Mission Statement

We are committed to capturing the hearts of each of our students through engaging, enriching and standards-aligned lessons and projects. At Lillian Larsen School, we pride ourselves on our sense of family and community connections.

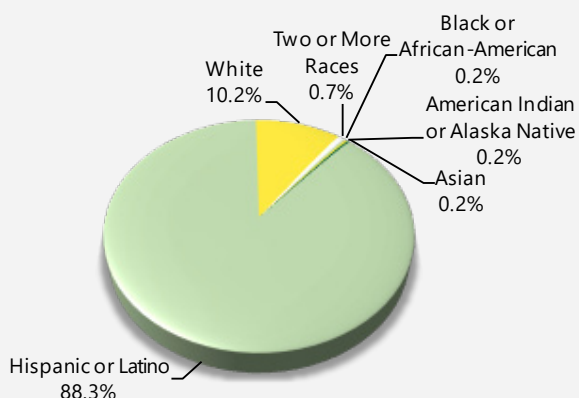
We are a Character Counts! school and offer enrichment, acceleration and intervention programs to all students. Team Hornet believes in the uniqueness and potential of each child.

## Enrollment by Student Group

The total enrollment at the school was 403 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	92.30%
English learners	54.60%
Students with disabilities	7.70%
Foster youth	0.70%
Homeless	28.50%

## 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.

## District Mission Statement

We are dedicated to the beliefs that:

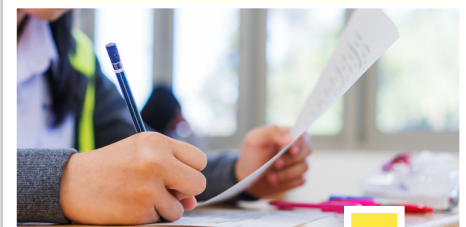
All students shall achieve world-class academic standards

All staff shall maintain an effective school environment for all

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

## District Vision Statement

"Achieving Excellence for All"



## Governing Board

Jan Lynch, President

Randy Kwiatkowski, Clerk

Jean Hoffmann

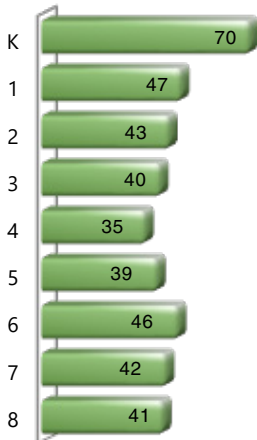
Mike Sanders

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

#### Lillian Larsen ES

	16-17	17-18	18-19
<b>Suspension rates</b>	3.4%	4.8%	5.6%
<b>Expulsion rates</b>	0.0%	0.0%	0.0%

#### San Miguel JUSD

	16-17	17-18	18-19
<b>Suspension rates</b>	3.7%	3.5%	4.9%
<b>Expulsion rates</b>	0.0%	0.0%	0.0%

#### California

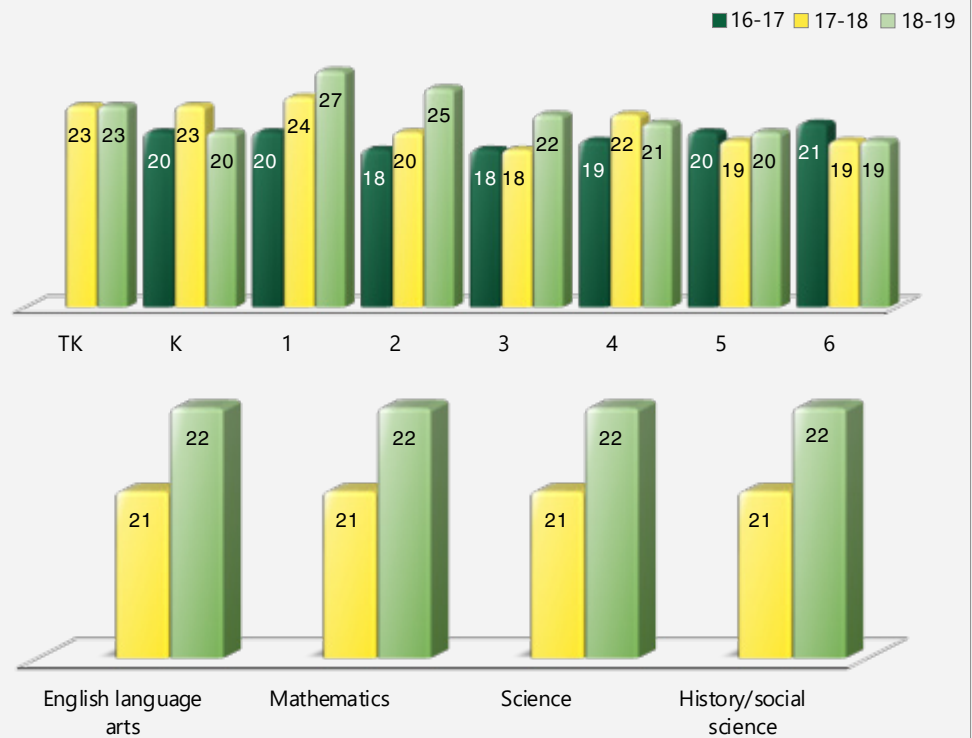
	16-17	17-18	18-19
<b>Suspension rates</b>	3.6%	3.5%	3.5%
<b>Expulsion rates</b>	0.1%	0.1%	0.1%

## Class Size Distribution

The bar graphs display 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			1	
K	2				2		2		
1	1				2			2	
2	2	2		1	1			2	
3	2			1	1			2	
4	2	2		1	1		1	1	
5	2			1	1		2		
6	8	5	1	2			1	1	
Subject	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English language arts				2			1	3	
Mathematics				2			1	3	
Science				1			1	3	
History/social science				1			1	3	





## 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	
	Lillian Larsen 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	
	Lillian Larsen ES		San Miguel JUSD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
English language arts/literacy	29%	29%	39%	40%	50%	51%
Mathematics	30%	28%	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](http://www.cde.ca.gov/ta/tg/pf).

California Physical Fitness Test		2018-19 School Year	
Percentage of Students Meeting Fitness Standards		Lillian Larsen ES	
		Grade 5	Grade 7
Four of six standards		15.8%	26.3%
Five of six standards		28.9%	34.2%
Six of six standards		21.1%	10.5%

✧ 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](http://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.

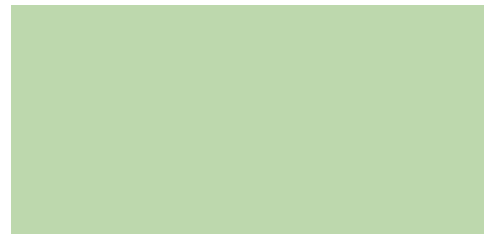
The "percentage met or exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAA divided by the total number of students who participated in both assessments.

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	239	231	96.65%	3.35%	28.57%
Male	123	120	97.56%	2.44%	23.33%
Female	116	111	95.69%	4.31%	34.23%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	216	209	96.76%	3.24%	26.79%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	20	19	95.00%	5.00%	36.84%
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	232	225	96.98%	3.02%	28.00%
English learners	181	176	97.24%	2.76%	22.73%
Students with disabilities	29	27	93.10%	6.90%	3.70%
Students receiving Migrant Education services	35	35	100.00%	0.00%	25.71%
Foster Youth	❖	❖	❖	❖	❖
Homeless	92	89	96.74%	3.26%	26.97%

❖ 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.

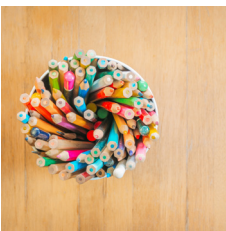
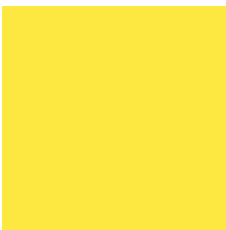




## CAASPP Results by Student Group: Mathematics (grades 3-8)

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	241	239	99.17%	0.83%	28.03%
Male	124	122	98.39%	1.61%	28.69%
Female	117	117	100.00%	0.00%	27.35%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	217	216	99.54%	0.46%	27.78%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	20	19	95.00%	5.00%	26.32%
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	233	231	99.14%	0.86%	28.14%
English learners	182	182	100.00%	0.00%	23.08%
Students with disabilities	30	29	96.67%	3.33%	3.45%
Students receiving Migrant Education services	35	35	100.00%	0.00%	28.57%
Foster Youth	❖	❖	❖	❖	❖
Homeless	93	92	98.92%	1.08%	29.35%

❖ 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	◇
Foreign language	◇
Health	◇



## 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

## 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.

## 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-3)	2016
English language arts	<i>Journeys</i> , Houghton Mifflin (4-5)	2016
English language arts	<i>The Language of Literature</i> , McDougal Littell (6-8) and Board approved core novels	2002
Mathematics	<i>My Math</i> , McGraw-Hill (K-1)	2014-15
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-5	2016
English Language Development	<i>High Point</i> , Hampton Brown (6-8)	2008

## 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
<b>Systems:</b> Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)		Good
<b>Interior:</b> Interior surfaces (floors, ceilings, walls and window casings)		Fair
<b>Cleanliness:</b> Pest/vermin control, overall cleanliness		Good
<b>Electrical:</b> Electrical systems		Good
<b>Restrooms/fountains:</b> Restrooms, sinks and drinking fountains		Good
<b>Safety:</b> Fire safety, emergency systems, hazardous materials		Good
<b>Structural:</b> Structural condition, roofs		Good
<b>External:</b> Windows/doors/gates/fences, playgrounds/school grounds		Good
<b>Overall summary of facility conditions</b>		Good
<b>Date of the most recent school site inspection</b>		10/18/2019
<b>Date of the most recent completion of the inspection form</b>		10/18/2019

## 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
<b>Interior</b>	Computer Lab has missing ceiling tiles. New ceiling tile to be ordered and replaced.	2/28/2020
<b>Restrooms/fountains</b>	Girls Restroom need plaster repair and touch up painting. Major renovation scheduled.	2/28/2020 Summer 2020

## School Facilities

All district facilities are maintained at the highest standards for everyone to enjoy. The schools are a wonderful source of pride for the entire community and are desirable places to work and attend school. Lillian Larsen Elementary is fully gated, and visitors must sign in at the school office to receive a visitor's pass to enter the campus.

Lillian Larsen School in SMJUSD features the Don Wolf Community Center—a combined athletic and performing-arts facility. Both students and community members enjoy it. Some buildings date back to the early 1970s, with new classrooms and a gym facility as recent as 2006. Lillian Larsen School also features one computer lab and computers for teacher and student use in all classrooms. The condition and cleanliness of the school grounds and buildings are good, as they are cleaned regularly. Periodic inspections of the facility by the director of Maintenance, Operations and Transportation ensure each school is clean and orderly, and cleaning schedules are adapted as necessary. The classrooms and other areas of the school are cleaned nightly.

Lillian Larsen has a productive community garden area that students and the local community maintain and support. Regular meetings of the garden committee, which includes the local community as well as parents, are held monthly.

*Continued on sidebar*

## School Facilities

*Continued from left*

The safety of the students is always a top priority, and safety concerns are addressed immediately. Monthly safety meetings are held and safety of students and staff are reviewed and addressed as needed. Regular drills (fire, earthquake, lockdown and bus-evacuation drills) are held, allowing students and staff to practice safety procedures, thus preparing students and staff in the event of a real emergency.

In 2018-19, Lillian Larsen added security fencing to the campus. The field was also reseeded with new bleachers added to the track area. A new roof was added to the administrative building and the HVAC units were updated in the gym.



## Parental Involvement

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

- Volunteering in the classroom
- Joining the Parent Teacher Organization (PTO)
- Chaperoning field trips
- Volunteering in the library
- Coaching athletic teams
- After-school tutoring
- Joining the School Site Council
- Reading with children
- Joining the Parent Volunteer Group
- Serving on the District English Learner Advisory Committee (DELAC)

We welcome parents or community volunteers, and we encourage you to call the school office and contact Principal Karen Grandoli at (805) 467-3216.

## School Safety

The San Miguel Joint Union School District's 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.



## 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
<b>Academic counselors</b>	✧
<b>Support Staff</b>	<b>FTE</b>
<b>Counselor (academic, social/behavioral or career development)</b>	0.0
<b>Library media teacher (librarian)</b>	0.0
<b>Library media services staff (paraprofessional)</b>	0.5
<b>Psychologist</b>	0.8
<b>Social worker</b>	0.0
<b>Nurse</b>	0.1
<b>Speech/language/hearing specialist</b>	1.2
<b>Resource specialist (nonteaching)</b>	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](http://www.ctc.ca.gov).

Teacher Credential Information		Three-Year Data		
	San Miguel JUSD	Lillian Larsen ES		
Teachers	19-20	17-18	18-19	19-20
<b>With a full credential</b>	32	21	20	20
<b>Without a full credential</b>	0	0	0	0
<b>Teaching outside subject area of competence (with full credential)</b>	1	0	2	1

## 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		
		Lillian Larsen ES		
Teachers		17-18	18-19	19-20
<b>Teacher misassignments of English learners</b>		0	0	0
<b>Total teacher misassignments</b>		0	0	0
<b>Vacant teacher positions</b>		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	
<b>Number of school days dedicated to staff development and continuous improvement</b>	5	20 partial days	20 partial days	

✧ Not applicable.



## 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](http://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](http://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](http://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

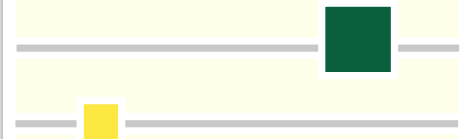
This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison	2017-18 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Lillian Larsen ES	\$5,497	\$63,582
San Miguel JUSD	\$7,707	\$62,273
California	\$7,507	\$64,941
School and district: percentage difference	-28.7%	+2.1%
School and California: percentage difference	-26.8%	-2.1%

## 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	\$6,971
Expenditures per pupil from restricted sources	\$1,474
Expenditures per pupil from unrestricted sources	\$5,497
Annual average teacher salary	\$63,582

## 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.

# Lillian Larsen 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

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