

San Miguel Elementary

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

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 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/fq/aa/lc/>.
- For additional information about the school, parents/guardians, and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) 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.



Norma Sandoval

Principal, San Miguel Elementary

About Our School

Contact

San Miguel Elementary
7059 San Miguel Ave.
Lemon Grove, CA 91945-2515

Phone: 619-825-5619
E-mail: nsandov@lgsd.k12.ca.us

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
District Name	Lemon Grove
Phone Number	(619) 825-5600
Superintendent	Ernest Anastos
E-mail Address	eanasto@lgsd.k12.ca.us
Web Site	http://www.lgsd.k12.ca.us

School Contact Information (School Year 2016-17)	
School Name	San Miguel Elementary
Street	7059 San Miguel Ave.
City, State, Zip	Lemon Grove, Ca, 91945-2515
Phone Number	619-825-5619
Principal	Norma Sandoval
E-mail Address	nsandov@lgsd.k12.ca.us
County-District-School (CDS) Code	37682056038665

Last updated: 12/19/2016

School Description and Mission Statement (School Year 2016-17)

Founded in 1950, San Miguel Elementary School is located in the small community of Lemon Grove, in the eastern part of San Diego County. We are a Pre-K – 6th grade site with 26 Traditional and 3 Special Day Classrooms that serves over 500 students. With over 30 % English Learners and a diverse student population, our site is enriched with a multicultural student perspective; an essential component for global readiness. Close to eighty percent of our students are economically disadvantaged.

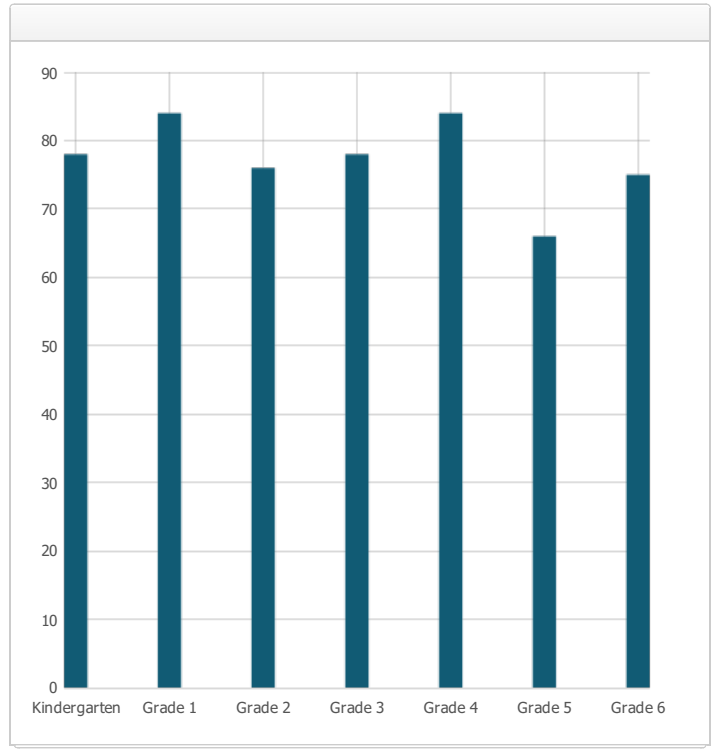
Our motto, "Imagine, Believe, Achieve," drives our vision to provide our students with the cognitive and interpersonal skills to succeed in the 21st Century. We are also an arts-focused site with over 20 partnerships with arts and community related organizations. San Miguel staff makes every minute count, providing focused instruction that meets students' varied academic and socio-emotional needs.

As partners of education, families have an active participation in the lives of our students and are valued as equal partners in the success of our 21st Century global citizens. San Miguel imagines, believes, and achieves!

Last updated: 1/31/2017

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	78
Grade 1	84
Grade 2	76
Grade 3	78
Grade 4	84
Grade 5	66
Grade 6	75
Total Enrollment	541



Last updated: 1/31/2017

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	22.9 %
American Indian or Alaska Native	0.4 %
Asian	3.5 %
Filipino	1.8 %
Hispanic or Latino	59.7 %
Native Hawaiian or Pacific Islander	0.0 %
White	7.0 %
Two or More Races	4.6 %
Other	0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	86.3 %
English Learners	37.5 %
Students with Disabilities	9.8 %
Foster Youth	0.7 %

Last updated: 1/31/2017

A. Conditions of Learning

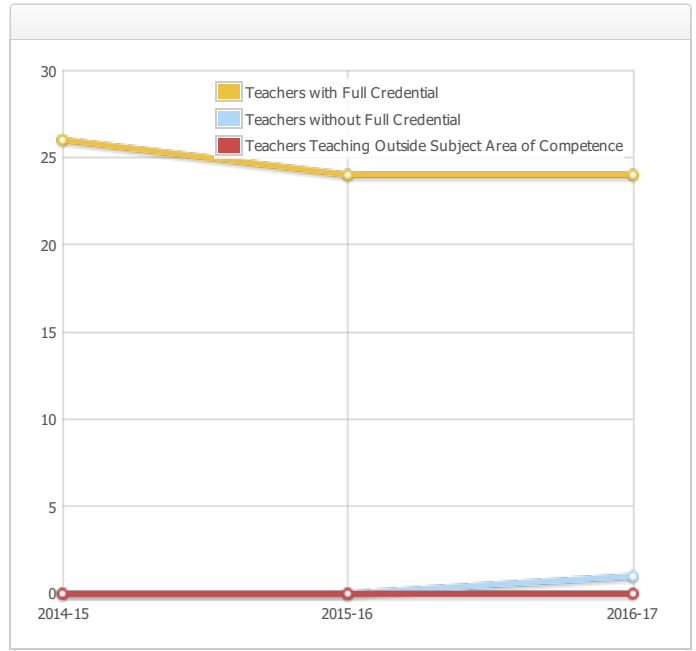
State Priority: Basic

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

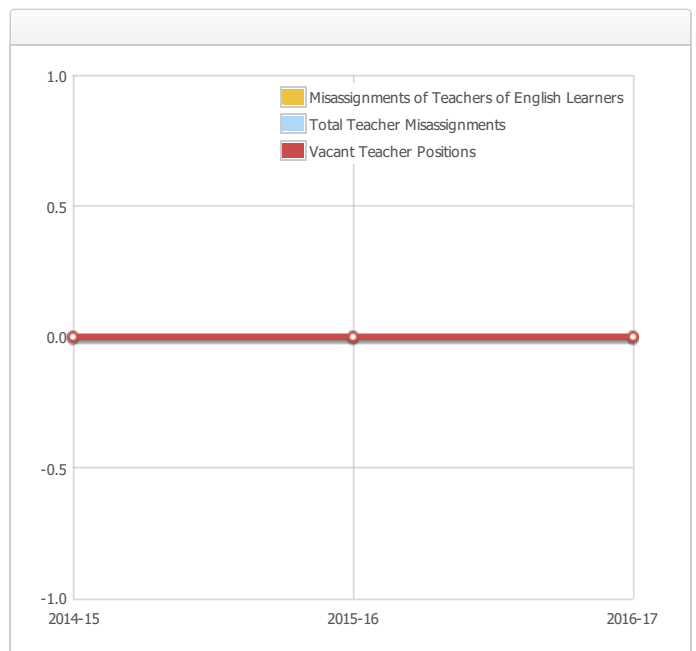
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	26	24	24	154
Without Full Credential	0	0	1	1
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/31/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "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.

Last updated: 1/25/2017

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	0.0%	0.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 1/25/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: January 2017

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	MacMillan-McGraw Hill "Treasures"	Yes	0.0 %
Mathematics	Houghton Mifflin Harcourt "Go Math"	Yes	0.0 %
Science	Harcourt	Yes	0.0 %
History-Social Science	Houghton Mifflin Harcourt	Yes	0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/25/2017

School Facility Conditions and Planned Improvements

Below is information about the safety, cleanliness, and adequacy of school facilities, including the condition of cleanliness of the school grounds, buildings, and restrooms. The District provides services through its Facilities, Maintenance, Operations, Transportation (FMOT) department. The FMOT staff ensures all schools are clean, safe, and functional for students and staff by utilizing the Facilities Inspection Tool (FIT) and its work order system. Projects requiring additional funding support are determined by the Long Range Facilities Master Plan, the Local Control Accountability Plan, and guidance by our Business office.

Last updated: 1/26/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: November 2016

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Ongoing maintenance and repairs; work orders
Interior: Interior Surfaces	Fair	Ongoing maintenance and repairs; work orders; multiple stained ceiling tiles to replace; flooring replaced in front offices and reception module rebuilt by contractor 9/2016
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Fair	Ongoing maintenance and repairs; work orders; professional services contracted for monthly kitchen and auditorium control of vermin
Electrical: Electrical	Fair	Ongoing maintenance and repairs; work orders; Prop 39 funding to replace all 4' lights and ballasts in 2017
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	Ongoing maintenance and repairs; work orders; classroom sinks require regular cleaning
Safety: Fire Safety, Hazardous Materials	Good	Ongoing maintenance and repairs; work orders
Structural: Structural Damage, Roofs	Good	Ongoing maintenance and repairs; work orders; roofing repairs and replacement contracted 8/2016
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	Ongoing maintenance and repairs; work orders; major asphalt repairs made to parking lots contracted 8/2016

Overall Facility Rate

Year and month of the most recent FIT report: November 2016

Overall Rating	Fair
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Last updated: 1/26/2017

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.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	30.0%	29.0%	34.0%	41.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	26.0%	25.0%	27.0%	31.0%	34.0%	36.0%

Note: 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.

Last updated: 1/30/2017

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****ELA - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	81	79	97.5%	26.6%
Male	39	37	94.9%	24.3%
Female	42	42	100.0%	28.6%
Black or African American	14	13	92.9%	23.1%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	56	55	98.2%	23.6%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	74	72	97.3%	23.6%
English Learners	32	30	93.8%	10.0%
Students with Disabilities	11	10	90.9%	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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.

Last updated: 1/30/2017

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	88	85	96.6%	37.7%
Male	50	49	98.0%	36.7%
Female	38	36	94.7%	38.9%
Black or African American	21	21	100.0%	38.1%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	44	42	95.5%	28.6%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	76	74	97.4%	36.5%
English Learners	26	25	96.2%	16.0%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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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.

Last updated: 1/30/2017

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	66	65	98.5%	35.4%
Male	31	31	100.0%	32.3%
Female	35	34	97.1%	38.2%
Black or African American	15	15	100.0%	33.3%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	40	40	100.0%	32.5%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	53	52	98.1%	32.7%
English Learners	21	20	95.2%	15.0%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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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.

Last updated: 1/30/2017

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	77	76	98.7%	17.1%
Male	38	37	97.4%	13.5%
Female	39	39	100.0%	20.5%
Black or African American	22	22	100.0%	18.2%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	41	40	97.6%	15.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	67	66	98.5%	12.1%
English Learners	23	22	95.7%	--
Students with Disabilities	11	10	90.9%	10.0%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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.

Last updated: 1/30/2017

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	81	80	98.8%	26.3%
Male	39	38	97.4%	34.2%
Female	42	42	100.0%	19.1%
Black or African American	14	13	92.9%	38.5%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	56	56	100.0%	23.2%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	74	73	98.7%	26.0%
English Learners	32	31	96.9%	16.1%
Students with Disabilities	11	10	90.9%	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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.

Last updated: 1/30/2017

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	88	85	96.6%	36.5%
Male	50	49	98.0%	42.9%
Female	38	36	94.7%	27.8%
Black or African American	21	21	100.0%	28.6%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	44	42	95.5%	31.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	76	74	97.4%	33.8%
English Learners	26	25	96.2%	32.0%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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.

Last updated: 1/30/2017

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	66	66	100.0%	16.7%
Male	31	31	100.0%	16.1%
Female	35	35	100.0%	17.1%
Black or African American	15	15	100.0%	20.0%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	40	40	100.0%	20.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	53	53	100.0%	18.9%
English Learners	21	21	100.0%	4.8%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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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.

Last updated: 1/30/2017

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	77	76	98.7%	17.1%
Male	38	37	97.4%	16.2%
Female	39	39	100.0%	18.0%
Black or African American	22	22	100.0%	18.2%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	41	40	97.6%	17.5%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	67	66	98.5%	15.2%
English Learners	23	22	95.7%	--
Students with Disabilities	11	10	90.9%	10.0%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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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.

Last updated: 1/30/2017

CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	42.0%	26.0%	33.0%	48.0%	52.0%	48.0%	60.0%	56.0%	54.0%

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.

Last updated: 1/30/2017

**CAASPP Tests Results in Science by Student Group
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	66	66	100.0%	33.3%
Male	31	31	100.0%	38.7%
Female	35	35	100.0%	28.6%
Black or African American	15	15	100.0%	20.0%
American Indian or Alaska Native	0	0	0.0%	0.0%
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	40	40	100.0%	32.5%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	53	53	100.0%	30.2%
English Learners	21	21	100.0%	19.1%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

Last updated: 1/30/2017

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	19.4%	20.9%	35.8%

Note: 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.

Last updated: 1/30/2017

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 2016-17)

Parents are a vital partner in San Miguel. We currently have an active PTA, ELAC, and are in the process of investigating the creation of an African-American Parent Advisory. Opportunities to volunteer hours in school activities include: Friday Walk to School, Veteran's Day Breakfast, classroom aids, monthly Movie Night, ACE Awards, Winter Store, Book Fair, Freedom Readers guests, Bingo for Books, Run for Fun, Multicultural Fair, Muffins with Mom, Donuts with Dad, Career Day, room parents, and after school Spanish enrichment/art tutors.

In alignment with Local Control, parents are partners in the decision-making process and are involved in School Site Council, ELAC, DELAC, Coffee with the Principal. These various committees allow families an opportunity to provide input about the school's initiatives.

Understanding working families need to be connected about their children's lives, we send a monthly newsletter, weekly emails on the week's events, and flyers on Wednesdays. Information shared with families is provided in English and Spanish. Understanding we live in the digital world, we keep families informed through our automatic dialer/text system, and our very own San Miguel Facebook and Instagram.

Per parent request, we also began hosting parent workshops on curriculum (art & Common Core Math workshops), personal growth, and the socio-emotional needs of families. In connection with the district parent liaison, we share information and encourage families to attend the free family development workshops held at our site and/or the local library.

San Miguel has a list of activities families can engage in, and are always open to new and fresher ideas. Feel free to reach out and be engaged.

State Priority: Pupil Engagement

Last updated: 1/31/2017

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

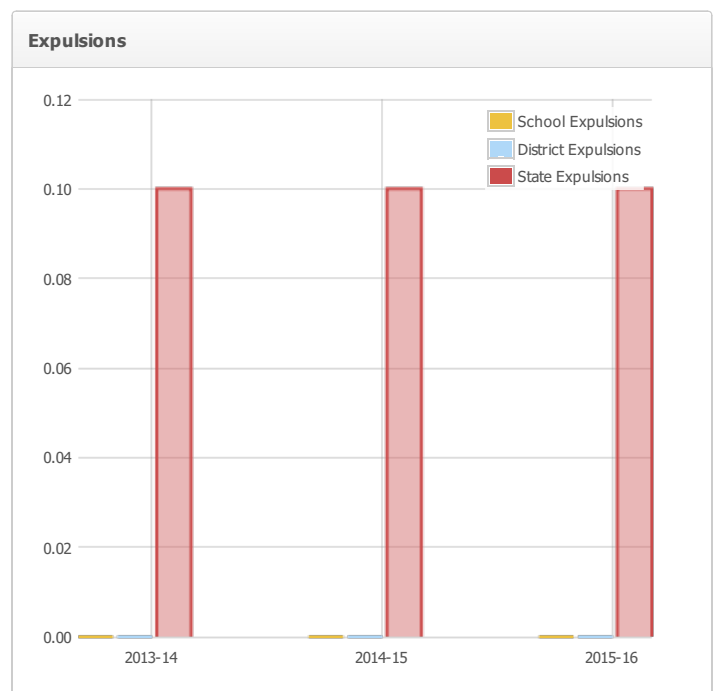
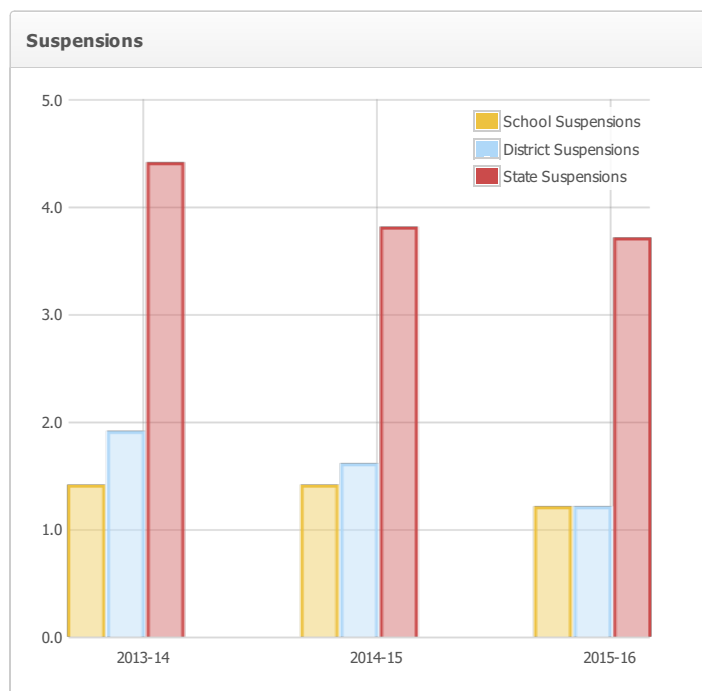
State Priority: School Climate

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	1.4	1.4	1.2	1.9	1.6	1.2	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1



Last updated: 1/25/2017

School Safety Plan (School Year 2016-17)

A positive school climate is an essential element for learning. When children feel safe, they are better able to engage in learning. At San Miguel Elementary, we believe in the power children have to be Prepared, Safe, Responsible, and Respectful citizens when they are supported. We celebrate success through monthly ACE Assemblies, Peace-Builder Awards, Trimester Celebrations and fun/engaging school-wide activities throughout the year to develop our school community.

Understanding that behavior is a manifestation of student needs, we have begun incorporating Restorative Practices in dealing with the root of what triggers students' behavior. Students are taught coping strategies to deal with peer conflict and given an opportunity to report on-going bullying incidents through our Golden Rule box in the office. Periodically, the 4 school-wide expectations are revisited with students, parents, and the community through written and oral communication.

San Miguel also believes in celebrating diversity to develop empathy for others. As a safe harbor, San Miguel promotes cultural awareness through our Heritage months, year-round multicultural celebrations, and multicultural fair in the spring.

For the safety of our students, we conduct fire drills and/or disaster drills on a monthly basis. Some of these drills are attended by our local fire and sheriff's departments who advise us in best practices to protect the lives of our students and staff. Our Comprehensive Safe Schools Plan is revised annually by school staff and School Site Council before it is approved by the Lemon Grove School District Board Members each January. The Comprehensive Safe School Binder outlines various systems, programs, and practices in place to ensure a safe school environment. The binder is available for review in the school office as well as at the Lemon Grove School District Office

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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2004-2005
Year in Program Improvement	Year 4	Year 3
Number of Schools Currently in Program Improvement	N/A	5
Percent of Schools Currently in Program Improvement	N/A	100.0%

Note: Cells with NA values do not require data.

Last updated: 1/25/2017

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14			2014-15			2015-16					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	30.0	0	3	0	30.0	0	3	0	25.4	0	3	0
1	27.0	0	2	0	23.0	0	3	0	20.6	1	3	0
2	27.0	0	3	0	19.0	2	1	0	18.9	2	2	0
3	23.0	1	2	0	24.0	0	4	0	21.8	2	2	0
4	35.0	0	0	2	34.0	0	0	2	24.8	1	3	0
5	29.0	1	0	3	26.0	1	1	1	31.4	0	2	0
6	25.0	2	14	0	25.0	1	3	0	34.8	0	2	0
Other	0.0	0	0	0	11.0	1	0	0				

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

Last updated: 1/25/2017

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	0.8	N/A
Psychologist	0.5	N/A
Social Worker	1.0	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other	0.0	N/A

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

*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.

Last updated: 2/1/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	--	--
Percent Difference – School Site and District	--	--	1.0%	0.9%
State	N/A	N/A	\$5677.0	\$71610.0
Percent Difference – School Site and State	--	--	--	--

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

Last updated: 1/25/2017

Types of Services Funded (Fiscal Year 2015-16)

As an arts-focused site, we have a multitude of arts-related partnerships and two half-day Arts Teachers on Special Assignment. The artists collaborate with teachers and parents to integrate the arts and enrich our curriculum through ballet and other dance forms, art, music, chorus and theater performances.

As a Title I site, we provide focused and individual intervention to students through Sound Partners phonics support, System 44, Read 180, School-wide Response to Intervention, and after-school tutoring cycles. We are currently in the process of adding additional tutoring and enrichment programs after school hours to provide additional support services for all students.

With over 30% of our students designated as English Learners, San Miguel staff is trained in Specially Designed Academic Instruction in English. Our teachers and bilingual aids (Spanish & Somali) are trained in solid academic and language pedagogy to provide language development support through Integrated and Designated English Language Development. To meet the needs of our Long-Term English Learners in 6th grade, we have created an EL club during lunch where students are able to obtain extra support in their academics and language development.

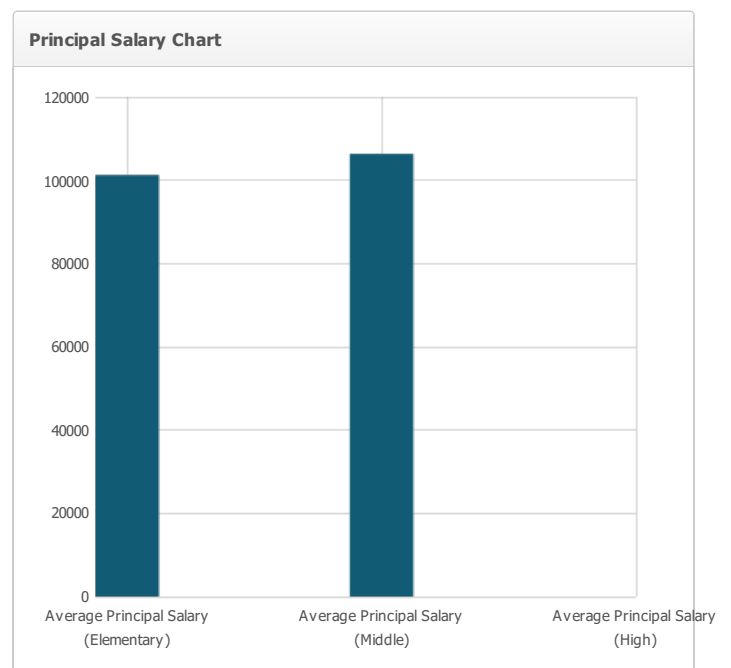
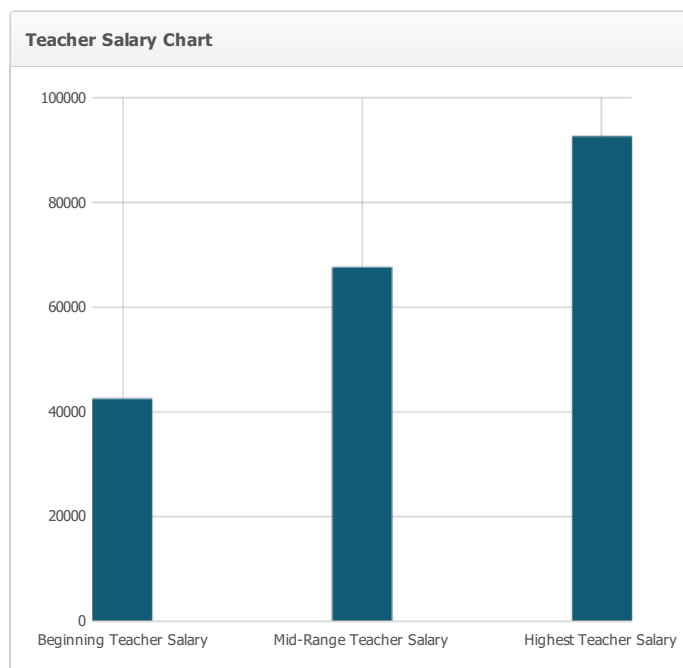
In addition, we have a speech-pathologist, Resource Teacher, a psychologist, social worker, Campus Safety Assistant, and vice-principal to meet the academic, behavior, and socio-emotional needs of our students.

Last updated: 1/31/2017

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,392	\$44,507
Mid-Range Teacher Salary	\$67,500	\$68,910
Highest Teacher Salary	\$92,504	\$88,330
Average Principal Salary (Elementary)	\$101,246	\$111,481
Average Principal Salary (Middle)	\$106,309	\$115,435
Average Principal Salary (High)	\$	\$113,414
Superintendent Salary	\$195,843	\$169,821
Percent of Budget for Teacher Salaries	40.0%	39.0%
Percent of Budget for Administrative Salaries	6.0%	6.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.



Professional Development

During the past three years, San Miguel teachers and paraprofessionals have continued to engage in professional development to meet the academic, behavioral, and emotional needs of our diverse students.

Academically, aside from Common Core Standards, our teachers have been trained in Reading Counts (Reading Comprehension), Read Naturally (Reading Fluency), Rosetta Stone (Spanish, English and Mandarin), and Imagine Learning. Our intensive intervention teachers have participated in Fast ForWORD, Read180 and System 44 trainings. Our staff has also participated in the district trainings for our CCSS-aligned Mathematics adoption, GoMath!

This year, our district professional development parallels our focus from last year: protracted language; particularly in English Language Learners. San Miguel has been part of the three district-wide staff development days dedicated to develop our staff's EL Strategies. Our 4th grade team has received intensive coaching from our district EL Coach, whom visits classrooms and works alongside teachers to increase language opportunities for students.

As an arts-focused site, we continue developing teacher expertise in the integration of arts. COTA (Collaborations: Teachers and Artists) professionals plan and co-teach with teachers throughout the year to develop project-based learning and use of authentic materials to help increase engagement and make learning relevant to our students.

Behavioral support training has been given to all teachers these past several years with Peace Builders, BEST Schools and Time to Teach classroom management strategies. Last year, our staff attended the optional behavior training with Rick Morris. We are currently looking at solidifying our practices through Restorative Practices, Action Walks and researching the Leader in Me as a possible school-wide program. These actions were driven by the district-wide availability of Restorative Practice trainings, as well as the data collected during the Leadership Transition we underwent in hiring a new principal.

San Miguel is also engaged in weekly 1 1/4 hrs. PLCs, where teachers follow the cycle of collaboration, lesson planning, data analysis and reflection to meet student needs. We also participate in the district-provided AMP (art-music-PE) student rotations/staff collaboration two-hour block once a month. Our site Instructional Leadership Team meets once a month to guide our site's instructional practices and provide our administration with solid feedback on student success.

Last updated: 1/31/2017