San Miguel Elementary School
2020-21 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC. For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/ For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fg/aa/lc/ For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
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.

2021-22 School Contact Information

School Name	San Miguel Elementary School
Street	7059 San Miguel Ave.
City, State, Zip	Lemon Grove, CA 91945-2515
Phone Number	619-825-5619
Principal	Julie Jones
Email Address	jjones@lemongrovesd.net
School Website	https://sme.lemongrovesd.net/
County-District-School (CDS) Code	37 682056038665

2021-22 District Contact Information

District Name	Lemon Grove School District
Phone Number	(619) 825-5600
Superintendent	Erica Balakian
Email Address	ebalakian@lemongrovesd.net
District Website Address	https://www.lemongrovesd.net/

2021-22 School Overview

San Miguel Elementary School is located in the eastern part of San Diego County in the pleasant and inclusive community of Lemon Grove. We proudly serve 439 children in grades K through 6 along with one preschool classroom as part of the Lemon Grove School District Early Childhood Education Program. San Miguel has a rich multicultural student perspective with approximately 30% English Learners and a diverse student population which is an essential component for global readiness. San Miguel is enthusiastically a Leader in Me school, exemplifying Stephen Covey's 7 Habits of Happy Kids to foster leadership and joy in each child.

Our motto, "Imagine, Believe, Achieve", drives the San Miguel School vision to create global, 21st Century leaders and collaborators, who are connected to the arts, and guided by emotional intelligence. Our staff is committed to providing a rich experience with a curriculum aligned with Common Core State Standards while supporting culturally responsive instructional practices to ensure the success and positive impact of all students.

San Miguel Elementary School challenges all students and staff to be high-performing, life-long learners and responsible citizens who are empowered to use their voice. Through our ongoing family involvement and partnership, we aim to continue supporting the district mission and the Lemon Grove community. We are dedicated to shaping the next generation through our passion for equity, innovation, and accountability.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	56
Grade 1	52
Grade 2	53
Grade 3	59
Grade 4	68
Grade 5	52
Grade 6	51
Total Enrollment	391

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.6
Male	50.4
American Indian or Alaska Native	1.3
Asian	4.6
Black or African American	22.5
Filipino	1
Hispanic or Latino	58.3
Native Hawaiian or Pacific Islander	0.3
Two or More Races	5.1
White	6.9
English Learners	30.9
Homeless	0.5
Socioeconomically Disadvantaged	79.3
Students with Disabilities	16.9

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16.0	88.9	124.2	85.4	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	0.0	0.0	4205.9	1.5
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0	0.4	0.3	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0	0.0	0.0	12115.8	4.4
Unknown	2.0	11.1	20.7	14.2	18854.3	6.9
Total Teaching Positions	18.0	100.0	145.4	100.0	274759.1	100.0

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2020-21 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	0.0
Misassignments	0.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.0

2020-21 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	0.0
Total Out-of-Field Teachers	0.0

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	September 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-6 Benchmark Advance (2018)	Yes	0
Mathematics	K-8 Houghton-Mifflin Harcourt California Go Math (2014)	Yes	0
Science	K-5 Harcourt (2008) 6 Glencoe (2008)	Yes	0
History-Social Science	K-5 Houghton Mifflin (2007) 6 Glencoe (2007)	Yes	0

School Facility Conditions and Planned Improvements

The District provides services through its Maintenance, Operations and Services (MOS) department. Lemon Grove School District (LGSD) continues to pride itself on maintaining quality facilities to provide a safe learning and working environment for its students and staff. School custodial and district maintenance staff conduct frequent inspections to ensure that all sites are clean, safe, well maintained and in good repair. The Maintenance Department has established preventative maintenance programs, such as bi-weekly site inspections, equipment inspections and timely completion of work orders to ensure all schools are managed at an efficient operating level. All classrooms, playground areas and working spaces for students and staff satisfy building capacity requirements of the Education Code.

Year and month of the most recent FIT report	September 2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs		X		Identified stained ceiling tiles scheduled to be replaced.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Loose door handle has been secured. Exterior stucco damage scheduled to be repaired.

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System 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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

Subject	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	NT	NT	NT	NT	NT
Female	NT	NT	NT	NT	NT
Male	NT	NT	NT	NT	NT
American Indian or Alaska Native	NT	NT	NT	NT	NT
Asian	NT	NT	NT	NT	NT
Black or African American	NT	NT	NT	NT	NT
Filipino	NT	NT	NT	NT	NT
Hispanic or Latino	NT	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	NT	NT	NT	NT	NT
Two or More Races	NT	NT	NT	NT	NT
White	NT	NT	NT	NT	NT
English Learners	NT	NT	NT	NT	NT
Foster Youth	NT	NT	NT	NT	NT
Homeless	NT	NT	NT	NT	NT
Military	NT	NT	NT	NT	NT
Socioeconomically Disadvantaged	NT	NT	NT	NT	NT
Students Receiving Migrant Education Services	NT	NT	NT	NT	NT
Students with Disabilities	NT	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

Subject	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	NT	NT	NT	NT	NT
Female	NT	NT	NT	NT	NT
Male	NT	NT	NT	NT	NT
American Indian or Alaska Native	NT	NT	NT	NT	NT
Asian	NT	NT	NT	NT	NT
Black or African American	NT	NT	NT	NT	NT
Filipino	NT	NT	NT	NT	NT
Hispanic or Latino	NT	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	NT	NT	NT	NT	NT
Two or More Races	NT	NT	NT	NT	NT
White	NT	NT	NT	NT	NT
English Learners	NT	NT	NT	NT	NT
Foster Youth	NT	NT	NT	NT	NT
Homeless	NT	NT	NT	NT	NT
Military	NT	NT	NT	NT	NT
Socioeconomically Disadvantaged	NT	NT	NT	NT	NT
Students Receiving Migrant Education Services	NT	NT	NT	NT	NT
Students with Disabilities	NT	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group (iReady 2020-21)

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Subject	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	231	213	92%	8%	32%
Female	119	111	93%	7%	38%
Male	112	102	91%	9%	25%
American Indian or Alaska Native	4	4	100%	0%	50%
Asian	13	12	92%	8%	42%
Black or African American	57	51	89%	11%	33%
Filipino	0	0	n/a	n/a	n/a
Hispanic or Latino	131	122	93%	7%	30%
Native Hawaiian or Pacific Islander	0	0	n/a	n/a	n/a
Two or More Races	10	9	90%	10%	22%
White	16	15	94%	6%	33%
English Learners	76	71	93%	7%	15%
Foster Youth	0	0	n/a	n/a	n/a
Homeless	3	2	67%	33%	0%
Military	0	0	n/a	n/a	n/a
Socioeconomically Disadvantaged	209	196	94%	6%	32%
Students Receiving Migrant Education Services	n/a	n/a	n/a	n/a	n/a
Students with Disabilities	33	32	97%	3%	6%

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group (iReady 2020-21)

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Subject	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	231	214	93%	7%	23%
Female	119	112	94%	6%	22%
Male	112	102	91%	9%	24%
American Indian or Alaska Native	4	4	100%	0%	25%
Asian	13	12	92%	8%	33%
Black or African American	57	50	88%	12%	30%
Filipino	0	0	n/a	n/a	n/a
Hispanic or Latino	131	123	94%	6%	20%
Native Hawaiian or Pacific Islander	0	0	n/a	n/a	n/a
Two or More Races	10	10	100%	0%	20%
White	16	15	94%	6%	13%
English Learners	76	72	95%	5%	13%
Foster Youth	0	0	n/a	n/a	n/a
Homeless	3	1	33%	67%	0%
Military	0	0	n/a	n/a	n/a
Socioeconomically Disadvantaged	209	196	94%	6%	22%
Students Receiving Migrant Education Services	n/a	n/a	n/a	n/a	n/a
Students with Disabilities	33	32	97%	3%	3%

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	--	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	NT	NT	NT	NT	NT
Female	NT	NT	NT	NT	NT
Male	NT	NT	NT	NT	NT
American Indian or Alaska Native	NT	NT	NT	NT	NT
Asian	NT	NT	NT	NT	NT
Black or African American	NT	NT	NT	NT	NT
Filipino	NT	NT	NT	NT	NT
Hispanic or Latino	NT	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	NT	NT	NT	NT	NT
Two or More Races	NT	NT	NT	NT	NT
White	NT	NT	NT	NT	NT
English Learners	NT	NT	NT	NT	NT
Foster Youth	NT	NT	NT	NT	NT
Homeless	NT	NT	NT	NT	NT
Military	NT	NT	NT	NT	NT
Socioeconomically Disadvantaged	NT	NT	NT	NT	NT
Students Receiving Migrant Education Services	NT	NT	NT	NT	NT
Students with Disabilities	-NT	NT	NT	NT	NT

B. Pupil Outcomes

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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 regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

San Miguel is committed to collaborating with families and building a strong partnership to ensure that all students reach their full potential. There are a variety of opportunities for family engagement at San Miguel Elementary. Some of these opportunities have been modified or moved to a virtual setting to ensure adherence to COVID-19 safety protocols. These opportunities include the School Site Council, English Learner Advisory Committee, District English Learner Advisory Committee, Local Control Accountability Plan/District Budget Advisory Committee sessions, Community Circle events, Parent Conferences, PTA meetings, and Afternoon Tea with the Principal. Through these various committees and collaboration activities, families are allowed an opportunity to provide input about the school's initiatives, climate, and Title I programs.

San Miguel recognizes that working families need to be connected with school activities and events. We maintain communication with families via Class Dojo which allows us to communicate with parents, classrooms, and the whole school. Ongoing communication includes weekly newsletters from the Principal, along with phone calls and text reminders from Infinite Campus. Additionally, information communicated with families is posted on the school marquee and website through a variety of different languages to meet the needs of our culturally diverse population. San Miguel's online presence extends to our YouTube channel the "Stallion Station", Facebook, and Twitter. Families are encouraged to take advantage of the many opportunities that the school and community provide. As we say in the Lemon Grove School District, "Together, anything is possible!"

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	438	427	111	26.0
Female	219	212	53	25.0
Male	219	215	58	27.0
American Indian or Alaska Native	5	5	0	0.0
Asian	21	18	2	11.1
Black or African American	97	97	34	35.1
Filipino	5	5	1	20.0
Hispanic or Latino	252	246	60	24.4
Native Hawaiian or Pacific Islander	4	4	3	75.0
Two or More Races	22	22	2	9.1
White	31	29	8	27.6
English Learners	145	141	33	23.4
Foster Youth	0	0	0	0.0
Homeless	6	6	4	66.7
Socioeconomically Disadvantaged	347	339	93	27.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	76	72	26	36.1

C. Engagement

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

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	2.47	0.00	3.46	0.00	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.32	2.03	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

San Miguel recognizes that a positive school climate is essential for learning and we are committed to providing this environment for all students. Our school utilizes Positive Behavior Interventions and Supports (PBIS) along with Restorative Practices to maintain a safe and orderly campus. We understand that behavior is a function of student need and that trauma impacts learning. Therefore our site Social Workers support the ongoing professional development and implementation of Trauma-Informed Practices with our whole staff. At San Miguel, we empower our students to "find their voice" and work together.

Our 2021-2022 Comprehensive School Safety Plan was developed. The plan includes policies, emergency and disaster procedures, analysis of school safety data, action plans to address safety, and school-to-home communication related to school safety. This plan was reviewed and updated with faculty at staff meetings in January and March of 2021. We conduct fire and/or disaster drills on a monthly basis. Our Comprehensive Safe Schools Plan is revised annually beginning in January with input by school staff, the English Language Advisory Committee, and School Site Council before it is approved by the Lemon Grove School District Governing Board.

San Miguel's Comprehensive Safe School Binder outlines various systems, programs, and practices in place to ensure a safe school environment. The Comprehensive School Safety Plan is available for review in the school office as well as at the Lemon Grove School District Office. Components of the Comprehensive School Safety Plan are reviewed by staff on an ongoing basis. Our 2021-22 Safety Plan will be completed and submitted to the Governing Board in February. Every effort is made at San Miguel to ensure that we have a safe school environment.

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

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	1	3	
1	25		3	
2	22		3	
3	23		3	
4	20	1	2	
5	28		3	
6	23	1	3	

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	2	1	
1	22	1	2	
2	24		3	
3	26		3	
4	44		1	1
5	32		2	
6	32		1	
Other	16	2	1	

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	26		2	
1	16	3		
2	25		2	
3	27		2	
4	29		2	
5				
6	23		2	
Other	17	3	2	

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	N/A

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.3
Social Worker	1
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	8909	1868	7041	90352
District	N/A	N/A	9082	$84,564
Percent Difference - School Site and District	N/A	N/A	-25.3	6.6
Percent Difference - School Site and State	N/A	N/A	-18.1	9.2

2020-21 Types of Services Funded

At San Miguel, we are committed to the social and emotional well-being of all students and we take resounding pride in being a Leader In Me school. Leader In Me grounds our program in healthy habits that promote engaged and dynamic citizens throughout every school year. Our students are active members of the learning environment who take responsibility for their community through programs such as Stallion Station, Safety Patrol, Peer Tutors, and Student Lighthouse.

At San Miguel, we value the integration of the arts throughout our school program. Through ongoing district collaboration, last year and in years to come we provided focused lessons in Art, Music, and PE to all students with professional instructors to enrich our community.

We believe that our job is to educate the whole child and we put equal emphasis on both academic and social education.

The primary funding for school programs derives from the state's Local Control Funding Formula, Title I, grants, and the district's general fund. As a Title I site, in 2020-21, we provided focused and individual intervention to students through classroom paraprofessionals, bilingual instructional assistants, School-wide Response to Intervention, and Positive Behavior Intervention Systems that support student success. We have a full-time speech-pathologist, full-time social worker, full-time psychologist, and instructional coach to meet the academic, behavioral, and social-emotional needs of our students. With 31% of San Miguel students designated as multilingual learners, our staff is trained in Specially Designed Academic Instruction in English.

Through the 2020-2021 learning year funding was spent on equipment for recess zones to facilitate social distancing both in and out of the classroom. Each student received individual supplies in the classroom environment for their health and safety. San Miguel invested in ongoing PPE in addition to what was provided by the district. In the virtual classroom, academic enrichment was expanded through online learning subscriptions for different learning platforms that benefited a variety of students. We also provided virtual field trips, and materials to support virtual experiments.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$57,325	$51,450
Mid-Range Teacher Salary	$79,307	$80,263
Highest Teacher Salary	$108,851	$101,012
Average Principal Salary (Elementary)	$125,194	$128,082
Average Principal Salary (Middle)	$133,708	$132,453
Average Principal Salary (High)	$0	$134,792
Superintendent Salary	$182,000	$197,968
Percent of Budget for Teacher Salaries	36%	34%
Percent of Budget for Administrative Salaries	5%	6%

Professional Development

Research supports the positive effects professional development has on increasing student learning. San Miguel teaching staff is afforded the opportunity to participate in district and site-sponsored professional development opportunities. These workshops support a wide variety of professional development. These include the use of effective instructional strategies and approaches, implementing the use of computer technology in teaching and learning, digital citizenship, social-emotional learning, PBIS, i-Ready, effective use of assessments, English Language Development, and Culturally and Historically Responsive Teaching. Teachers and administrators are actively involved in professional development activities at the school, district, state, and national levels.

In 2017 San Miguel became a Leader in Me school with the assistance of a Panda Cares Grant. These funds paid for Professional Development on Stephen Covey's 7 Habits of Effective People to build a school-wide leadership culture through focused academic and shared decision-making structures. San Miguel continues to receive ongoing coaching, professional development, and site evaluation through the Leader In Me consultants. At San Miguel, we believe that in order to reimagine education we need to be lifelong learners who are agents of change. Through our own personal development, we position ourselves to positively impact the lives of our students and their families and create active citizens who are leaders in the community.

The district and site professional development is provided through summer institutes and EdLearn Wednesdays. Edlearn Wednesdays are minimum days where teachers are released early to learn together on-site and also districtwide. In addition, each grade level team at San Miguel meets every three weeks to collaborate. The teachers are released through our district AMP (art, music, PE) program so that the children receive specialized enrichment while the grade level teachers meet to review data and plan instruction.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	50	68	94