

San Miguel Elementary School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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

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

DataQuest

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

Internet Access

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

About This School

Contact Information (School Year 2018-19)

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	Teresa Richmond
E-mail Address	trichmond@lemongrovesd.net
Web Site	https://sme.lemongrovesd.net/
CDS Code	37 682056038665

District Contact Information	
District Name	Lemon Grove School District
Phone Number	(619) 825-5600
Superintendent	Dr. Kimberly Berman
E-mail Address	kberman@lemongrovesd.net
Web Site	https://www.lemongrovesd.net/

School Description and Mission Statement (School Year 2018-19)

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 Preschool – 6th grade site with 21 Traditional and 3 Special Day Classrooms that serve over 550 students. With approximately 30% English Learners and a diverse student population, our site is enriched with a multicultural student perspective; an essential component for global readiness. Over 80% of our students are economically disadvantaged. During the 2017-2018 school year, San Miguel became a Leader in Me school; teaching Stephen Covey's 7 Habits of Happy Kids to foster leadership in each child. We are currently in year two of implementation.

Our motto, "Imagine, Believe, Achieve," drives our vision to create global, 21st Century leaders and collaborators, appreciative of the arts, and guided by emotional intelligence. Our focus is to provide a rich experience with our Common Core State Standards-based curriculum, delivered through Arts integration, and engaging and culturally responsive instructional practices to ensure the success of all students.

San Miguel Mission:

San Miguel Elementary School challenges students and all staff to be high-performing, life-long learners and responsible citizens. We support the district mission and goals by:

- 1.) Providing a variety of programs to meet students' academic needs
- 2.) Expanding the use of technology to support instruction
- 3.) Supporting our families in maintaining their children's physical, social and emotional well-being
- 4.) Designing programs to ensure a peaceful campus environment.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Kindergarten	84
Grade 1	89
Grade 2	64
Grade 3	82
Grade 4	70
Grade 5	83
Grade 6	82
Total Enrollment	554

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	22.4
American Indian or Alaska Native	1.4
Asian	4.2
Filipino	2.7
Hispanic or Latino	57.9
Native Hawaiian or Pacific Islander	1.4
White	9.0
Socioeconomically Disadvantaged	81.0
English Learners	31.4
Students with Disabilities	13.9
Foster Youth	0.7

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
	2016-17	2017-18	2018-19	2018-19
With Full Credential	24	27.17		
Without Full Credential	1	0		
Teaching Outside Subject Area of Competence (with full credential)	0	0		

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments *	0	0	
Vacant Teacher Positions	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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)**Year and month in which data were collected:** September 2018

All textbooks used in the core curriculum throughout Lemon Grove School District are aligned to the California Common Core Content Standards and Frameworks. Instructional materials for grades K-8 are selected from the state's list of standards-based materials and adopted by the State Board of Education. On October 10, 2017, the Lemon Grove School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution No. 17-18-05 which certifies as required by Education Code §60119 that for the 2017-2018 school year, the Lemon Grove School District has provided sufficient textbooks or instructional materials, or both, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board, to each pupil including those enrolled in a foreign language or health course is available to pupils.

All Lemon Grove School District students, including all English learners, have textbooks and instructional materials that are current and in good condition in accordance with Education Code requirements. All textbooks and instructional materials are provided in sufficient quantities for each student for use in class and to take home.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of 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) 6-8 Glencoe (2008)	Yes	0
History-Social Science	K-5 Houghton-Mifflin (2007) 6-8 Glencoe (2007)	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

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. 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. Mobile cleaning teams have been used to provide in-depth cleaning-assistance services. The Maintenance Department is in the process of establishing preventative maintenance programs that ensure all schools are maintained at an efficient operating level. All classrooms, playground areas and working space for students and staff satisfy building capacity requirements of the Education Code.

The Lemon Grove School District has always emphasized the importance of a clean, safe environment for learning and working. The environment of each campus is a matter of pride for students, staff and parents. To ensure that our facilities are in good repair condition, custodians at each site perform monthly inspections, and the district maintenance crews attempt to complete their work orders in a timely manner.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)		
Year and month of the most recent FIT report: January 2019		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Site bungalow/relocatable classrooms at rear of school need attention both inside and outside. Carpets need to be replaced in several classrooms.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	Bathrooms, particularly boys restrooms need to be deep cleaned due to urine odor. Tile also needs to be replaced. Sinks back-up in rooms 4 & 5 due to sewer problem that is scheduled to be fixed.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	Windows on the pre-school are in need of replacement.

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: January 2019	
Overall Rating	Good

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. 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); 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 Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	33.0	37.0	40.0	46.0	48.0	50.0
Mathematics (grades 3-8 and 11)	29.0	28.0	33.0	36.0	37.0	38.0

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.

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

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	325	322	99.08	37.27
Male	160	159	99.38	30.19
Female	165	163	98.79	44.17
Black or African American	66	66	100.00	33.33
American Indian or Alaska Native	--	--	--	--
Asian	14	14	100.00	42.86
Filipino	--	--	--	--
Hispanic or Latino	191	189	98.95	33.86
Native Hawaiian or Pacific Islander	--	--	--	--
White	31	31	100.00	48.39
Two or More Races	13	12	92.31	66.67
Socioeconomically Disadvantaged	264	262	99.24	34.35
English Learners	121	119	98.35	31.09
Students with Disabilities	49	47	95.92	2.13
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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	326	323	99.08	28.48
Male	161	160	99.38	28.75
Female	165	163	98.79	28.22
Black or African American	67	66	98.51	30.3
American Indian or Alaska Native	--	--	--	--
Asian	14	14	100	35.71
Filipino	--	--	--	--
Hispanic or Latino	191	190	99.48	24.21
Native Hawaiian or Pacific Islander	--	--	--	--
White	31	31	100	45.16
Two or More Races	13	12	92.31	25
Socioeconomically Disadvantaged	265	263	99.25	26.24
English Learners	121	120	99.17	20.83
Students with Disabilities	50	47	94	4.26
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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	19.3	26.1	19.3

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.

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 school site.

Opportunities for Parental Involvement (School Year 2018-19)

Parents are a vital partners at San Miguel. We currently have an active PTA, ELAC and SSC. Opportunities to become involved in school activities include: Classroom volunteers, 7 Habits Parent Workshops, Monthly Leadership Assemblies, Lunch on the Lawn, Harvest Festival, Winter & Spring Dances, Winter Store, Book Fairs, Guest Readers, Run for Fun, Multicultural Fair, and a host of other family friendly activities.

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

San Miguel staff works with the District Parent Liaison to host and provide information on free workshops to support parents and families within our community. Understanding working families need to be connected with school activities, San Miguel sends weekly newsletters, Blackboard Connect automatic calls, and flyers. All Information shared with families is also made available on our school website, which can be accessed in a variety of languages to meet the needs of our culturally diverse population. We also keep families informed via text messaging systems such as Class Dojo and the Remind App, as well as our very own San Miguel Facebook and Twitter pages.

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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	1.2	2.5	3.2	1.2	2.2	2.2	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

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 leaders in this global society. We celebrate success through monthly Leadership Assemblies, Attendance Awards, and engaging school-wide activities throughout the year to develop our school community.

Understanding that behavior is a manifestation of student needs and that trauma impacts learning, our staff has begun professional development on Trauma Informed Practices in 2018 and continue to develop these practices with the support of our site social worker. As a Leader in Me site, we teach the 7 Habits of Happy Kids focusing on one habit per week and creating leadership opportunities for staff, families, and students. San Miguel also believes in celebrating diversity to develop empathy for others. San Miguel promotes cultural acceptance through our Heritage months, year-round diversity 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 Comprehensive School Safety Plan is available for review in the school office as well as at the Lemon Grove School District Office and will be updated in January 2019.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	26		3		20	1	4		22	1	3	
1	23		3		23		3		21	1	3	
2	23		3		27		3		23		2	
3	24		3		24		3		23	1	3	
4	24		4		24	1	2		21	1	2	
5	32		2		32		2	1	30		3	
6	27	1		2	27	1	9		25		3	
Other	12	1							14	1		

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

** "Other" category is for multi-grade level classes.

Academic Counselors and Other Support Staff (School Year 2017-18)

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)	0.46	N/A
Psychologist	0.3	N/A
Social Worker	1.0	N/A
Nurse	0.14	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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$10,287	\$2,118	\$8,169	\$76,720
District	N/A	N/A	\$8,084	\$78,467
Percent Difference: School Site and District	N/A	N/A		
State	N/A	N/A	\$7,125	\$76,046
Percent Difference: School Site and State	N/A	N/A		

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

As an arts-focused site, we have a multitude of arts-related partnerships as well as district music and theatre classes every other week. The AMP teachers and art partners collaborate with teachers 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 two Reading Support Teachers, three Bilingual Instructional Assistants, School-wide Response to Intervention, and after-school clubs and intervention cycles.

We also are committed to the socio-emotional well-being of all students. We have a full-time in-house Social Worker and currently undergoing Professional Development on Franklin Covey's Leader in Me (7 Habits of Happy Kids) and Trauma Informed Practices. We embrace positive behavior intervention systems that support student success. We have a full time speech-pathologist, ELA Resource Teacher, social worker, a part-time psychologist, and Campus Safety Assistant to meet the academic, behavior, and socio-emotional needs of our students.

With 30% of our students designated as English Learners, San Miguel staff is trained in Specially Designed Academic Instruction in English. Our teachers and bilingual aides (Spanish & Somali) are trained in academic and language pedagogy to provide language development support through Integrated and Designated English Language Development. Staff members share best EL practices during staff meetings and underwent a GLAD Refresher course in Feb 2018.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$53,035	\$48,064
Mid-Range Teacher Salary	\$73,371	\$75,417
Highest Teacher Salary	\$100,704	\$94,006
Average Principal Salary (Elementary)	\$109,508	\$119,037
Average Principal Salary (Middle)	\$114,984	\$123,140
Average Principal Salary (High)	\$0	\$135,974
Superintendent Salary	\$205,497	\$183,692
Percent of Budget for Teacher Salaries	38.0	36.0
Percent of Budget for Administrative Salaries	5.0	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 (Most Recent Three Years)

San Miguel became a Leader in Me school site in 2017, thanks to a Panda Cares Grant. The funds paid for Professional Development on Stephen Covey's 7 Habits of Effective People to build a school-wide leadership culture through focused academics and shared decision-making structures. The staff attended two of the four training days during the 2017-18 school year, solidifying our academic, leadership, and cultural practices to best support student success.

Understanding that trauma impacts learning, we introduced Trauma Informed Practices professional development once a month during the 2017-18 school year. During that same year, our district's professional development including unpacking standards and creating a district-wide pacing map. A handful of teachers district-wide piloted Lucy Caulkins and Benchmark to determine our curriculum. Other academic professional development included lesson-study peer observations, monthly sharing of best EL practices, and a scheduled GLAD refresher course in February.

As an arts-focused school, we continue developing teacher expertise in the integration of the arts. COTA (Collaborations: Teachers and Artists) professionals train, 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. This on-going collaboration is in its 4th year with this year's focus being around math integration.

San Miguel is also engaged in weekly one hour collaboration meetings, where teachers engage in lesson planning, data analysis and reflection to meet student needs. Additionally, we participate in the district-provided AMP (art-music-PE) program which provides teachers a two-hour block of collaboration time twice per month. Much of this time has been used for training and implementation of the district's newly adopted Benchmark ELA curriculum with a focus on student engagement. Our site Instructional Leadership Team meets once a month to guide our site's instructional practices and provide administration with solid feedback on additional support and training needed to improve student success.