

San Miguel Elementary School

2023-2024 School Accountability Report Card

(Published During the 2024-2025 School Year)



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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://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) <https://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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 School Contact Information

School Name	San Miguel Elementary School
Street	777 San Miguel Avenue
City, State, Zip	Sunnyvale, CA 94085-3411
Phone Number	408-522-8278
Principal	Esteban Ybarra
Email Address	esteban.ybarra@sesd.org
School Website	https://www.sesd.org/sanmiguel
Grade Span	
County-District-School (CDS) Code	43696906049282

2024-25 District Contact Information

District Name	Sunnyvale School District
Phone Number	(408) 522-8200
Superintendent	Dr. Michael Gallagher
Email Address	michael.gallagher@sesd.org
District Website	www.sesd.org

2024-25 School Description and Mission Statement

San Miguel has 4 core tenets. 1. Strong instructional practice, 2. Positive school culture, 3. Home/school partnership, and 4. Community programs and partnerships. We are also home to the Juntos Program, Sunnyvale School District's 2-Way Dual Immersion Spanish/English Program.

San Miguel Elementary School is a great place for students to be challenged academically, develop a growth mindset, and nourish passions and interests. We believe that by creating a community school environment, we can support our students, parents, community, and staff in closing the opportunity and achievement gaps that exists today. We are also a California Gold

2024-25 School Description and Mission Statement

Ribbon School and a California School Board Association Golden Bell Winner. Most recently during the Spring of 2023 our Juntos Two-Way Spanish English Dual Immersion Program was recognized by the Santa Clara County as a Hoffman Award Winner for having a significant impact on student success.

We currently have approximately 430 students enrolled from Transitional Kindergarten (TK) through Fifth grade. We have two learning strands on campus, the Juntos Spanish English Dual Immersion Program and our traditional Neighborhood Program. Our students are eligible to enroll at San Miguel from every home school in the Sunnyvale School District.

Our students have a well-rounded enriching experience during the school day that includes all core content areas but also extends into after school activities such as; drama, dance, music, visual arts and sports, while developing mindfulness and a growth mindset. Our students are also working on becoming 21st century learners. With our Common Core Standards adoption, we are also working on deepening student understanding and knowledge past rote memorization to the levels of critical thinking and analysis. We utilize technology to foster 21st century skills with an individual Chrome Book or iPad for each child in grades TK-5th. Our school has dedicated significant effort to introducing programs and building partnerships that enrich our environment, both during and beyond the school day. We take pride in offering a wide range of activities and collaborations with local and national organizations. Our extracurricular offerings include an after-school theater program, Baile Folklorico, band, chess, soccer, and more!

We are a great school where our students continue to make academic, emotional, and social gains. We are also a school that provides a number of resources to our greater community that in turn supports our families, students, and staff.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	81
Grade 1	69
Grade 2	60
Grade 3	67
Grade 4	60
Grade 5	62
Total Enrollment	399

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.6
Male	48.1
Asian	4.8
Black or African American	0.8
Filipino	8.3
Hispanic or Latino	68.7
Native Hawaiian or Pacific Islander	0.8
Two or More Races	6.5
White	10.3
English Learners	46.6
Foster Youth	0.3
Socioeconomically Disadvantaged	38.3
Students with Disabilities	15

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.

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)	15.90	69.46	264.80	88.16	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.00	0.33	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	1.40	0.47	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	9.00	3.00	12115.80	4.41
Unknown/Incomplete/NA	7.00	30.58	24.10	8.04	18854.30	6.86
Total Teaching Positions	22.80	100.00	300.30	100.00	274759.10	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 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)	20.00	87.01	276.40	90.51	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	4.33	2.00	0.65	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	4.33	3.00	0.98	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	8.30	2.72	11953.10	4.28
Unknown/Incomplete/NA	1.00	4.33	15.60	5.14	15831.90	5.67
Total Teaching Positions	23.00	100.00	305.40	100.00	279044.80	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 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)	21.50	91.52	278.40	93.05	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	6.30	2.11	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	6.20	2.08	11746.90	4.23
Unknown/Incomplete/NA	2.00	8.48	8.20	2.76	14303.80	5.15
Total Teaching Positions	23.50	100.00	299.20	100.00	277698	100

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	1.00	0
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	1.00	0

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	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)	0.00	0	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected: November 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Kindergarten - 5th Grade Fountas and Pinnell Classroom (Heinemann: Adopted 2019) Spanish Language Arts (Juntos only)-Adelante Benchmark Units of Study (Writing) Really Great Reading (K-2nd) Designated English Language Development Pilot during 2024-25 school year for New Comers (US 1 year) 1. Benchmark Hello (2nd-5th) 2. Lexia English (2nd-5th)	Yes	0.0
Mathematics	Kindergarten - 5th Grade: Illustrative Math; Kendall Hunt; Adopted 2023 Illustrative Math; Spanish Version; Adopted 2023	Yes	0.0
Science	Kindergarten - 5th Grade: Mystery Science Mysteryscience.com Adopted 2020	Yes	0.0
History-Social Science	Kindergarten - 5th Grade: TCI- Teachers Curriculum Institute Teachtci.com; Adopted 2022 Grade K- Me and My World Grade 1- My School and Family Grade 2- My Community Grade 3- California's Communities Grade 4- California's Promise Grade 5- America's Past	Yes	0.0

Health	Puberty The Wonder Years Grade 4 Adopted 2022 Puberty Teen Talk Binders Updated (2021)	Yes	0.0
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Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

San Miguel Elementary has undergone major campus wide modernizations in 2016 . The summer of 2023 the mechanical units across the campus were replaced. During that project District Staff also had the kindergarten playground modernized to be better suited for our youngest learners.

The summer of 2024 we will be re-slurrying the entire blacktop.
 the roof leaks on the multi and the admin will be addressed by District Staff.

Year and month of the most recent FIT report

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			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Multi: Slide has a crack in it. New one on order.

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).

College and Career Ready

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	37	41	55	54	46	47
Mathematics (grades 3-8 and 11)	33	37	48	49	34	35

2023-24 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.

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	196	184	93.88	6.12	40.76
Female	96	90	93.75	6.25	44.44
Male	99	94	94.95	5.05	37.23
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	20	20	100.00	0.00	60.00
Hispanic or Latino	131	120	91.60	8.40	25.83
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	24	23	95.83	4.17	73.91
English Learners	97	87	89.69	10.31	8.05
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	89	82	92.13	7.87	24.39
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	49	48	97.96	2.04	12.50

2023-24 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.

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	196	193	98.47	1.53	36.79
Female	96	95	98.96	1.04	34.74
Male	99	98	98.99	1.01	38.78
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	20	20	100.00	0.00	60.00
Hispanic or Latino	131	129	98.47	1.53	25.58
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	24	23	95.83	4.17	52.17
English Learners	97	97	100.00	0.00	9.28
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	89	89	100.00	0.00	20.22
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	49	47	95.92	4.08	12.77

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.

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 in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	27.27	26.56	44.48	41.52	30.29	30.73

2023-24 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. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	65	64	98.46	1.54	26.56
Female	32	32	100.00	0.00	25.00
Male	32	32	100.00	0.00	28.13
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	43	43	100.00	0.00	13.95
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	33	33	100.00	0.00	3.03
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	26	26	100.00	0.00	7.69
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	14	14	100.00	0.00	0.00

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.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100%	100%	100%	100%	100%

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.

2024-25 Opportunities for Parental Involvement

At San Miguel, we warmly welcome and encourage family involvement both in and outside the classroom. Parents, grandparents, and caregivers have a variety of opportunities to volunteer, whether by working directly with students, preparing classroom materials, or helping to organize school and class events. We offer flexible options so family members can participate at times that fit their busy schedules. Our active Parent Teacher Association (PTA) also plays a vital role in building community, hosting school-wide events like a walk-a-thon, winter fundraiser, monthly Dine Out Nights, Multicultural Night, and more.

Some ways families can become involved at San Miguel are:

- Attending and being involved in our English Learner Advisory Council (ELAC) meetings
- Attending and being involved in our Parent Teacher Association (PTA) meetings
- Volunteering in the classroom
- Prepping materials at home
- Being a Room Parent
- Being a Project Cornerstone, Asset Builder Champion (ABC), Reader in the classroom
- Taking home projects for teachers
- Attending School Site Council meetings
- Chaperoning students on field trips
- Attending School Board meetings
- Participating in fundraisers
- Volunteering in the Library
- Supporting with our Yearbook
- Assisting in the Office
- Assisting with our Garden
- Volunteering for school activities
- Coordinating a fundraiser
- Coordinating a school event
- Assisting with before school and/or after school extra curricular activities

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
Non-Binary				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Rate	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	2.65	1.69		2.22	1.97		3.17	3.6	
Expulsions	0	0		0	0		0.07	0.08	

2023-24 Suspensions and Expulsions by Student Group

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

San Miguel has a Comprehensive School Safety Plan to ensure a safe and orderly environment. The plan was last updated November 21, 2024. The goals outlined in the plan are:

1. To develop a climate and culture of safety, responsibility, respect and caring as measured by the number of office referrals.
2. Create a welcoming and inclusive environment that promotes cultural awareness and celebrates diversity. In addition, develop procedures and routines that are regularly practiced in case of an emergency.

Staff and parents were instrumental in formulating this plan and ongoing monitoring is via the Positive Behavior and Intervention Support (PBIS) Committee. We examine our Social Emotional Well Being data via the Panorama surveys. We analyze the School Wide Information System (SWIS) data to create a positive incentive system that promotes good choices. The Shark Spirit Team fosters a positive school culture by creating opportunities for all students to celebrate our four core agreements: making responsible choices, ensuring safety, showing care and inclusion, and listening and following directions. Students demonstrating these behaviors are recognized through our weekly Shark Raffle and monthly Shark Assemblies. The School Culture Team supports staff in implementing anti-bias and anti-racist practices, promoting an inclusive and equitable environment for both staff and students.

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.

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	16	3	1	
1	22		3	
2	20	2	1	
3	20	2	1	
4	20	4	2	
5	22	4	2	
Other	8	2		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	24	1	2	1
1	17	1	2	0
2	22	0	3	0
3	19	2	1	0
4	19	4	2	0
5	18	6	0	0
6	0	0	0	0
Other	11	2	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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
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2023-24 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	

2023-24 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. The “Other” category is for all other student support services staff positions not listed.

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

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher 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	\$19,627.64	\$7,202.74	\$12,424.90	\$99,190.19
District	N/A	N/A	\$11,073.35	\$110,924
Percent Difference - School Site and District	N/A	N/A	11.5	-11.2
State	N/A	N/A	\$10,771	\$96,325
Percent Difference - School Site and State	N/A	N/A	14.3	2.9

Fiscal Year 2023-24 Types of Services Funded

San Miguel Elementary offers a number of additional services on site that address academic supports as well as community services.

We offer approximately 35–40 programs annually in collaboration with community agencies to support our students and families. Key programs include:

Fiscal Year 2023-24 Types of Services Funded

1. Playworks – Provides a dedicated coach to facilitate structured play and games during class, recess, and before school. The coach teaches conflict resolution skills, trains 4th and 5th graders as junior coaches, and leads after-school sports for upper-grade students.
2. Pacific Clinics – Supplies counseling interns who provide individual and group therapy as well as social skill-building groups. Students receive sessions during the school day, typically once a week for 30 minutes. Additionally, counselors deliver whole-class social-emotional learning (SEL) lessons to targeted classes.
3. Kids Kare – Offers specialized after-school care through the City of Sunnyvale for students with special needs.
4. Project Cornerstone – ABC Program – Parents and adult volunteers read selected books and facilitate discussions and activities with students on topics such as respect, tolerance, honesty, peaceful conflict resolution, and bullying prevention.
5. Euphrat Museum of Art – Provides free after-school visual arts classes for 3rd–5th graders through De Anza College’s Euphrat Museum of Art. Each session runs for six weeks, twice per year.
6. City of Sunnyvale TK-Kinder After School Care – After-school care specifically designed for transitional kindergarten and kindergarten students.
7. Kids Learning After School (KLAS) – An after-school program for 2nd–5th graders that includes homework support, active play, and enrichment activities.
8. Food Distributions via A La Carte – Weekly grocery and pre-packaged food distributions through Joint Venture Silicon Valley, free of charge to families.
9. Parent Training Programs – Workshops for parents with children who face behavioral challenges at home, offering strategies for positive reinforcement and effective communication.

These programs reflect our commitment to enhancing students' academic, social, and emotional well-being and supporting our families.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	\$74,245	\$58,553
Mid-Range Teacher Salary	\$107,554	\$93,924
Highest Teacher Salary	\$139,457	\$119,489
Average Principal Salary (Elementary)	\$175,223	\$149,898
Average Principal Salary (Middle)	\$187,114	\$157,111
Average Principal Salary (High)	\$0	\$151,698
Superintendent Salary	\$348,609	\$270,432
Percent of Budget for Teacher Salaries	34%	32%
Percent of Budget for Administrative Salaries	7%	6%

Professional Development

Teachers participate in at least three full days of professional development during the school year. In addition, there are monthly teacher learning days (TLDs) when students are released early to provide additional time for focused professional development. Finally, all teachers participate in district-wide professional development three times a year with grade level colleagues. The principal, assistant principal, site instructional coaches, and district coaches work with teachers to model and plan lessons, and teachers are encouraged to observe their colleagues to improve their instructional practice. Teachers meet with the principal at least three times a year to discuss student progress.

All professional development is tied to our school goals. Recent professional development activities include:

Illustrative Math

- Ready for Rigor (RGR) training for TK teachers
- RGR Scope & Sequence Review/Refresh
- K-2 Decodable Training
- University of Florida Literacy Institute (UFLI) training for 3rd-5th grade teachers
- Math Language Routines & Discussion Supports
- Structured Student Talk
- Whole Class Discussion Supports

Special Education (specifically):

- Number Worlds
- Goal Book
- Inclusive Practices
- WIAT 4

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	22	22	22