

San Miguel Elementary School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 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.

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.

2025-26 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	TK-5th
County-District-School (CDS) Code	43696906049282

2025-26 District Contact Information

District Name	Sunnyvale School District
Phone Number	(408) 522-8200
Superintendent	Dr. Gudiel Crosthwaite
Email Address	gudiel.crosthwaite@sesd.org
District Website	www.sesd.org

2025-26 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 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 420 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 and extends into after-school activities such as drama, dance, music, visual arts, and sports, while fostering 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.

2025-26 School Description and Mission Statement

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	101
Grade 1	57
Grade 2	70
Grade 3	65
Grade 4	74
Grade 5	64
Total Enrollment	431

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49
Male	51
American Indian or Alaska Native	0.2
Asian	5.8
Black or African American	0.9
Filipino	7.4
Hispanic or Latino	68.7
Native Hawaiian or Pacific Islander	0.5
Two or More Races	6
White	10.4
English Learners	38.5
Foster Youth	0.2
Homeless	0.7
Socioeconomically Disadvantaged	37.6
Students with Disabilities	16.5

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.

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	87.01	276.4	90.51	234405.2	84
Intern Credential Holders Properly Assigned	1	4.33	2	0.65	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	4.33	3	0.98	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	8.3	2.72	11953.1	4.28
Unknown/Incomplete/NA	1	4.33	15.6	5.14	15831.9	5.67
Total Teaching Positions	23	100	305.4	100	279044.8	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.

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)	21.5	91.52	278.4	93.05	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	0	0	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	6.3	2.11	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	6.2	2.08	11746.9	4.23
Unknown/Incomplete/NA	2	8.48	8.2	2.76	14303.8	5.15
Total Teaching Positions	23.5	100	299.2	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	22.5	91.87	267.6	89.88	230039.4	100
Intern Credential Holders Properly Assigned	0	0	2	0.67	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	3.2	1.08	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	4	1.37	12112.8	4.34
Unknown/Incomplete/NA	2	8.13	20.8	6.99	13705.8	4.91
Total Teaching Positions	24.5	100	297.8	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	1.00	0	0
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	1.00	0	0

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	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	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		December 2025
Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Kindergarten - 5th Grade Fountas and Pinnell Classroom Spanish Language Arts (Juntos only)-Adelante Benchmark Units of Study (Writing) Really Great Reading (K-2nd); Adopted 2023 Designated English Language Development Newcomers (US 1 year); Adopted 2024 1. Benchmark Hello (3rd-5th) 2. Lexia English (3rd-5th) Currently piloting ELA and ELD for Adoption in 2026	0.0
Mathematics	Kindergarten - 5th Grade: Illustrative Math; Kendall Hunt; Adopted 2023 Illustrative Math; Spanish Version; Adopted 2023	0.0
Science	Kindergarten - 5th Grade: Mystery Science Mysteryscience.com Adopted 2020	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	0.0

Health	Puberty The Wonder Years Grade 4 Adopted 2022 Puberty Teen Talk Binders Updated (2021)	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 School received an overall “Fair” rating (82.6%) on the 2025–26 Facility Inspection Tool (FIT). The school demonstrated solid performance in grounds, systems, and general safety, but received findings related to restroom compliance, electrical access, and storage practices. The District has created work orders for all noted items, and corrective work will continue over the coming weeks. Deficient areas will be addressed as expeditiously as possible to maintain a safe and functional environment for all students and staff.

Year and month of the most recent FIT report

12/18/25

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	A-2: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. A-3: 4. CEILING TILES HAVE WATER STAINS. A-4: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. ADMINISTRATION: 4. CEILING TILES HAVE WATER STAINS. B-1: 4. CEILING TILES HAVE WATER STAINS. B-4: 4. CARPET IS STAINED. C-1: 4. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS CHIPPING ON COUNTERTOP. C-2: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 7. ELECTRICAL CONDUIT END CAP IS MISSING. C-3: 4. CEILING TILES HAVE WATER STAINS. C-4: 4. CEILING TILE IS BROKEN. D-1: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN. FORMICA TRIM IS MISSING/CHIPPING ON COUNTERTOP. D-2: 4. FORMICA TRIM IS CHIPPING/MISSING ON COUNTERTOP. D-3: 4. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS MISSING/CHIPPING ON COUNTERTOP. E-1: 4. FORMICA IS CHIPPING/LIFTING ON COUNTERTOP. GIRLS REST ROOM: 4. STALL DOOR SLIDE LOCK HANDLE IS BROKEN/MISSING. HEALTH: 4. CEILING TILES HAVE WATER STAINS. K-2: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. FORMICA TRIM IS LOOSE BELOW WHITEBOARD. K-3: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE HAS A HOLE.

School Facility Conditions and Planned Improvements

			<p>K-5: 4. CEILING TILES HAVE WATER STAINS. K-6: 4. CEILING TILE HAS A WATER STAIN. MEDIA CENTER: 4. CEILING TILE IS LOOSE. MULTI-USE: 4. HOLE IN WALL (NEAR ELECTRICAL ROOM). CEILING TILES HAVE WATER STAINS (FOYER). WALL PAPER IS TORN. PROGRAM ROOM 2: 4. CEILING TILES HAVE WATER STAINS. STAFF ROOM: 4. CEILING TILE HAS A WATER STAIN. STUDY ROOM: 4. WALLPAPER IS TORN.</p>
<p>Cleanliness: Overall Cleanliness, Pest/Vermin Infestation</p>	<p>X</p>		<p>COMPUTER LAB: 5. PAINT IS SPLATTERED ON CEILING. E-1: 5. UNSECURED ITEMS ARE STORED TOO HIGH. CARPET IS STAINED. E-2: 5. UNSECURED ITEMS ARE STORED TOO HIGH. E-3: 5. UNSECURED ITEMS ARE STORED TOO HIGH. E-4: 5. UNSECURED ITEMS ARE STORED TOO HIGH. CARPET IS STAINED. ELECTRICAL: 5. LADDERS ARE UNSECURED. K-2: 5. UNSECURED ITEMS ARE STORED TOO HIGH. K-3: 5. UNSECURED ITEMS ARE STORED TOO HIGH. K-4: 5. UNSECURED ITEMS ARE STORED TOO HIGH. K-6: 5. ROOM IS OVERLY CLUTTERED (STORAGE). LIBRARIAN: 5. UNSECURED ITEMS ARE STORED TOO HIGH. PROGRAM ROOM 2: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p>
<p>Electrical</p>		<p>X</p>	<p>A-2: 7. ELECTRICAL CONDUIT END CAP IS MISSING. A-3: 7. EXTENSION CORD IS BEING PERMANENTLY USED. ADMIN WORKROOM: 7. ONE LIGHT PANEL IS OUT. B-2: 7. ELECTRICAL CONDUIT END CAP IS MISSING. B-4: 7. ELECTRICAL CONDUIT END CAPS ARE MISSING. BOYS REST ROOM: 7. CAN LIGHT IS OUT. C-1: 7. ELECTRICAL CONDUIT END CAP IS MISSING. C-2: 7. ELECTRICAL CONDUIT END CAP IS MISSING. D-1: 7. ONE CAN LIGHT IS OUT. D-2: 7. ONE CAN LIGHT IS OUT. D-3: 7. ONE CAN LIGHT IS OUT. ELECTRICAL CONDUIT END CAP IS MISSING. E-1: 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED. E-2: 7. ONE LIGHT PANEL IS OUT. ELECTRICAL PANEL IS OBSCURED.</p>

School Facility Conditions and Planned Improvements

			<p>E-4: 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED. GIRLS REST ROOM: 7. CAN LIGHT IS OUT. K-1: 7. ELECTRICAL COVER IS MISSING IN CEILING. K-6: 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED. KITCHEN: 7. LIGHT DIFFUSER HAS A WATER STAIN. MEDIA CENTER: 7. TWO LIGHT FIXTURES FLICKER (SEIZURE HAZARD) AT ENTRY. MULTI-USE:7. ONE LIGHT PANEL IS OUT. ONE LIGHT DIFFUSER IS MISSING. SWITCH PLATE IS MISSING (NEAR STAGE). PROGRAM ROOM 1: 7. LIGHT DIFFUSER IS LOOSE.</p>
<p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p>		<p>X</p>	<p>A-1: 9. DRINKING FOUNTAIN HANDLE IS BROKEN. A-4: 9. DRINKING FOUNTAIN HANDLE IS BROKEN. B-2: 9. DRINKING FOUNTAIN HANDLE IS BROKEN. B-4: 9. DRINKING FOUNTAIN HANDLE IS BROKEN. BOYS REST ROOM: 9. ONE FAUCET HAS A LOW FLOW. EXTERIOR DRINKING FOUNTAINS HAVE A LOW FLOW. D-2: 9. DRINKING FOUNTAIN HANDLE IS BROKEN. D-3: 9. DRINKING FOUNTAIN HANDLE IS BROKEN. E-2: 9. DRINKING FOUNTAIN HANDLE IS BROKEN. E-3: 9. DRINKING FOUNTAIN HANDLE IS BROKEN. FAUCET HAS A LOW FLOW. E-4: 9. DRINKING FOUNTAIN HANDLE IS BROKEN. GIRLS REST ROOM C11: 8. TWO STALL DOORS ARE LOCKED/OUT OF ORDER. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. GIRLS REST ROOM: 8. ONE TOILET LEAKS AT FITTING. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. GIRLS REST ROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. GIRLS REST ROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. HEALTH: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE IN RR. K-2: 9. DRINKING FOUNTAIN HANDLES ARE BROKEN. ONE DRINKING FOUNTAIN LEAKS AT HANDLE. K-3: 9. DRINKING FOUNTAIN HANDLE IS BROKEN AND HAS A LOW FLOW. K-4: 9. DRINKING FOUNTAIN HANDLE IS BROKEN. K-5: 9. DRINKING FOUNTAIN HAS A LOW FLOW. KITCHEN: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE IN RR. MULTI-USE: 9. ONE DRINKING FOUNTAIN HAS A LOW FLOW (FOYER). STAFF REST ROOM 2B: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. STAFF REST ROOM 3B: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. UNISEX REST ROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.</p>

School Facility Conditions and Planned Improvements

			<p>UNISEX REST ROOM: 8. TOILET LEAKS AT FITTING. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.</p> <p>WOMENS REST ROOM: 8. ONE TOILET LEAKS AT FITTING. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.</p>
<p>Safety: Fire Safety, Hazardous Materials</p>		X	<p>A-3: 10. PLUG IN AIR FRESHENER.</p> <p>A-4: 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>B-1: 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>B-2: 10. PLUG IN AIR FRSHENER.</p> <p>B-3: 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>B-4: 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>D-1: 10. PLUG IN AIR FRESHENER.</p> <p>D-2: 10. PLUG IN AIR FRESHENER.</p> <p>D-3: 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>E-1: 10. PLUG IN AIR FRESHENER.</p> <p>E-2: 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>E-3: 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>E-4: 10. PLUG IN AIR FRESHENER. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>GIRLS REST ROOM: 11. PAINT IS PEELING ON CEILING.</p> <p>GIRLS REST ROOM: 11. PAINT IS PEELING ON EXTERIOR WALL.</p> <p>K-1: 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED AND HIDDEN.</p> <p>K-3: 10. INGRESS/EGRESS IS PARTIALLY BLOCKED AT EMERGENCY EXIT. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>K-4: 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>K-5: 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED.</p> <p>K-6: 10. PLUG IN AIR FRESHENER.</p> <p>PROGRAM ROOM 2: 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED.</p>
<p>Structural: Structural Damage, Roofs</p>	X		<p>STAFF WORKROOM: 12. DRY ROT ON COVERED WALKWAY.</p>
<p>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</p>	X		<p>E-3: 15. DOOR CLOSER COVER IS MISSING.</p> <p>MULTI-USE: 15. DOOR DOES NOT CLOSE PROPERLY.</p>

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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	41	41	54	55	47	48
Mathematics (grades 3-8 and 11)	37	40	49	52	35	37

2024-25 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	202	194	96.04	3.96	40.72
Female	92	89	96.74	3.26	53.93
Male	110	105	95.45	4.55	29.52
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	22	22	100.00	0.00	68.18
Hispanic or Latino	141	133	94.33	5.67	27.82
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	20	20	100.00	0.00	85.00
English Learners	80	73	91.25	8.75	10.96
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	89	84	94.38	5.62	28.57
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	47	46	97.87	2.13	10.87

2024-25 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	202	201	99.50	0.50	40.30
Female	92	92	100.00	0.00	39.13
Male	110	109	99.09	0.91	41.28
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	22	22	100.00	0.00	72.73
Hispanic or Latino	141	140	99.29	0.71	25.71
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	20	20	100.00	0.00	80.00
English Learners	80	80	100.00	0.00	15.00
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	24.72
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	47	46	97.87	2.13	17.39

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	26.56	29.69	41.52	48.17	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	64	64	100.00	0.00	29.69
Female	31	31	100.00	0.00	25.81
Male	33	33	100.00	0.00	33.33
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	11	11	100.00	0.00	36.36
Hispanic or Latino	41	41	100.00	0.00	17.07
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	27	27	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	28	28	100.00	0.00	17.86
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	18	18	100.00	0.00	5.56

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.

2024-25 California Physical Fitness Test Participation Rates

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	98	98	98	98	98

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.

2025-26 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

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	453	446	40	9.0
Female	219	216	19	8.8
Male	234	230	21	9.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	28	27	6	22.2
Black or African American	--	--	--	--
Filipino	33	33	1	3.0
Hispanic or Latino	312	307	30	9.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	26	26	2	7.7
White	46	45	0	0.0
English Learners	178	174	19	10.9
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	188	185	22	11.9
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	94	93	7	7.5

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
1.69	0.45	1.77	1.97	2.06	2.1	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0.02	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.77	0.00
Female	0.00	0.00
Male	3.42	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	7.14	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.92	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	2.25	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.13	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	6.38	0.00

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.

2025-26 School Safety Plan

San Miguel has a Comprehensive School Safety Plan to ensure a safe and orderly environment. The plan was last updated October 23, 2025. 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. We strive to create a welcoming and inclusive environment that promotes cultural awareness and celebrates diversity. In addition, we develop procedures and routines that are regularly practiced to ensure preparedness in case of an emergency. Staff and parents played a key role in formulating this plan, and ongoing monitoring is conducted through the Positive Behavior and Intervention Support (PBIS) Committee. We review our Social-Emotional Well-Being data using the Perceptions Survey and analyze School-Wide Information System (SWIS) data to inform a positive incentive system that encourages good choices. The Shark Spirit Team fosters a positive school culture by providing opportunities for students to celebrate our four core agreements: making responsible choices, ensuring safety, showing care and inclusion, and listening and following directions. Students who demonstrate 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 students and staff.

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.

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
K	17	3	0	0
1	22	0	3	0
2	18	2	1	0
3	21	1	2	0
4	19	4	2	0
5	19	6	0	0
6	0	0	0	0
Other	11	2	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	2	
1	18	3		
2	23		3	
3	20	1	2	
4	24		6	
5	20	4	2	
Other	15	4		

2024-25 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	0

2024-25 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	1
Social Worker	1
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$ 18,667.16	\$ 5,611.57	\$ 13,055.59	\$ 110,553.01
District	N/A	N/A	\$ 12,138.26	
Percent Difference - School Site and District	N/A	N/A	11.5	-11.2
State	N/A	N/A	\$11,146	\$101,700
Percent Difference - School Site and State	N/A	N/A	-200.0	-200.0

Fiscal Year 2024-25 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:

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 skills-building groups. Students typically receive 30-minute sessions once a week during the school day. Counselors also deliver whole-class social-emotional learning (SEL) lessons to targeted classes.

Fiscal Year 2024-25 Types of Services Funded

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 – Offers 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 of children with behavioral challenges, offering strategies for positive reinforcement and effective communication.

These programs demonstrate our commitment to enhancing students’ academic, social, and emotional well-being while supporting families.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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		\$61,597
Mid-Range Teacher Salary		\$98,902
Highest Teacher Salary		\$126,340
Average Principal Salary (Elementary)		\$158,383
Average Principal Salary (Middle)		\$165,207
Average Principal Salary (High)		\$162,237
Superintendent Salary		\$288,332
Percent of Budget for Teacher Salaries	31.45%	31.29%
Percent of Budget for Administrative Salaries	6.81%	5.38%

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.

Professional Development

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

Mathematics:

Illustrative Math

Language & Learning Goals

Math Intervention Diagnosis

How to Deliver a Math Warm-Up

How to Deliver a 60-Minute IM Math Lesson

How to Launch an Activity

Writing & ELD:

Collaborative Scoring Form (Writing)

ELD Resources and Planning

ELPAC

Discussion & Student Talk:

Structured Student Talk

Whole-Class Discussion Supports

Special Education:

Inclusive Practices

WIAT-4

Early Childhood / TK:

Instructional Read-Alouds

Behavior / PBIS:

Behavior Training Tier I

Behavior Training Tier II

How to Take Tier II Data for Teachers

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	22	22	22