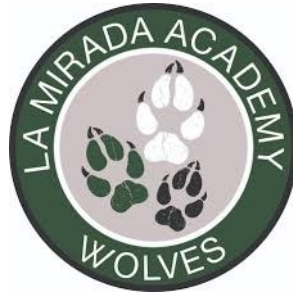


# La Mirada Academy

## 2021-2022 School Accountability Report Card (Published During the 2022-2023 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.

## 2022-23 School Contact Information

|  |   |
|--|---|
| <b>School Name</b>                       | La Mirada Academy   |
| <b>Street</b>                            | 3697 La Mirada Dr.  |
| <b>City, State, Zip</b>                  | San Marcos, CA 92078  |
| <b>Phone Number</b>                      | (760) 290-2000  |
| <b>Principal</b>                         | Dana Spencer  |
| <b>Email Address</b>                     | dana.spencer@smusd.org  |
| <b>School Website</b>                    | <a href="https://lamiradaacademy.smusd.org/">https://lamiradaacademy.smusd.org/</a> |
| <b>County-District-School (CDS) Code</b> | 37737916039069  |

## 2022-23 District Contact Information

|                                 |                                    |
|---------------------------------|------------------------------------|
| <b>District Name</b>            | San Marcos Unified School District |
| <b>Phone Number</b>             | (760) 752-1299                     |
| <b>Superintendent</b>           | Dr. Andy Johnsen                   |
| <b>Email Address</b>            | andy.johnson@smusd.org             |
| <b>District Website Address</b> | www.smusd.org                      |

## 2022-23 School Overview

La Mirada Academy educates students by fostering global and cultural awareness. Teachers facilitate rigorous, inquiry based instruction and authentic experiences that teach students how to think rather than what to think. Students take control of their learning by constructing meaning and knowledge in order to apply it to a changing world. Our educational program is further enhanced by dynamic instruction through fine arts, additional language, and technology. La Mirada Academy's environment promotes positive and safe physical, emotional, and social well-being. We take pride in our community and value partnerships between home and school.

## About this School

### 2021-22 Student Enrollment by Grade Level

| Grade Level      | Number of Students |
|------------------|--------------------|
| Kindergarten     | 94                 |
| Grade 1          | 89                 |
| Grade 2          | 98                 |
| Grade 3          | 126                |
| Grade 4          | 99                 |
| Grade 5          | 130                |
| Grade 6          | 107                |
| Grade 7          | 103                |
| Grade 8          | 106                |
| Total Enrollment | 952                |

### 2021-22 Student Enrollment by Student Group

| Student Group                       | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female                              | 48.8                        |
| Male                                | 51.2                        |
| American Indian or Alaska Native    | 0.1                         |
| Asian                               | 1.7                         |
| Black or African American           | 0.5                         |
| Filipino                            | 0.6                         |
| Hispanic or Latino                  | 89.8                        |
| Native Hawaiian or Pacific Islander | 0.5                         |
| Two or More Races                   | 0.9                         |
| White                               | 5.8                         |
| English Learners                    | 42.3                        |
| Foster Youth                        | 0.2                         |
| Homeless                            | 1.7                         |
| Migrant                             | 0.0                         |
| Socioeconomically Disadvantaged     | 75.8                        |
| Students with Disabilities          | 15.7                        |

## 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

### 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) | 37.00         | 86.05          | 702.00          | 86.80            | 228366.10    | 83.12         |
| Intern Credential Holders Properly Assigned   | 0.00          | 0.00           | 1.40            | 0.18             | 4205.90      | 1.53          |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA)                      | 5.00          | 11.63          | 90.60           | 11.20            | 11216.70     | 4.08          |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)                         | 1.00          | 2.33           | 14.60           | 1.82             | 12115.80     | 4.41          |
| Unknown   | 0.00          | 0.00           | 0.00            | 0.00             | 18854.30     | 6.86          |
| Total Teaching Positions  | 43.00         | 100.00         | 808.80          | 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) |               |                |                 |                  |              |               |
| Intern Credential Holders Properly Assigned   |               |                |                 |                  |              |               |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA)                      |               |                |                 |                  |              |               |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)                         |               |                |                 |                  |              |               |
| Unknown   |               |                |                 |                  |              |               |
| Total Teaching Positions  |               |                |                 |                  |              |               |

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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 |
|---|---------|---------|
| Permits and Waivers                                   | 0.00    |         |
| Misassignments  | 5.00    |         |
| Vacant Positions                                      | 0.00    |         |
| Total Teachers Without Credentials and Misassignments | 5.00    |         |

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

| Indicator  | 2020-21 | 2021-22 |
|--|---------|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | 1.00    |         |
| Local Assignment Options                               | 0.00    |         |
| Total Out-of-Field Teachers                            | 1.00    |         |

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 2021-22 Class Assignments

| Indicator  | 2020-21 | 2021-22 |
|--|---------|---------|
| <b>Misassignments for English Learners</b><br>(a percentage of all the classes with English learners taught by teachers that are misassigned)              | 25.70   |         |
| <b>No credential, permit or authorization to teach</b><br>(a percentage of all the classes taught by teachers with no record of an authorization to teach) | 6.60    |         |

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

### Reading Writing Listening and Speaking

Students receive a standards-based curriculum designed to “help build creativity and innovation, critical thinking and problem solving, collaboration, and communication fulfilling California’s vision that all students graduate from our public school system as lifelong learners and have the skills and knowledge necessary to be ready to assume their position in our global economy.” (ELA CCSS)

Students use a variety of instructional materials in ELA to meet these instructional goals.

### English Language Development (ELD)

English Learner students engage in daily ELD lessons that provide challenging English language development skills in alignment to gain English language proficiency. (ELD CCSS)

### ELA/ELD Supplemental Instructional Materials

Benchmark Steps to Advance

iReady Reading Path

Benchmark E-Books, Charts, Videos

myOn Digital Reading Library

Guided Language Acquisition Design (GLAD)

Rosetta Stone

Lexia English

### Math:

Students receive standards-based curriculum designed to provide instruction that focuses on “concepts that are emphasized in the standards so that students can gain strong foundational conceptual understanding, a high degree of procedural skill and fluency, and the ability to apply the mathematics they know to solve problems inside and outside the mathematics classroom.” (Math CCSS)

Students use a variety of instructional material sin math to meet these instructional goals.

### Mathematics Supplemental Instructional Materials

iReady Math Path

iReady Digital Teacher Toolbox

Math Discourse Cards

Math Manipulatives, Nasco, Lakeshore, Good Stuff suppliers

K-5 Math Journals

K-5 Math iReady workbook, Curriculum Associates

### Science:

Integration of NGSS grade-level standards is integrated in the Benchmark Advance ELA-ELD core curriculum, Mystery Science and Virtual STEAM Innovation Aligned Units.

### Social Studies:

Integration of Social Studies grade level standards occur through Benchmark Advance ELA-ELD core curriculum.

**Year and month in which the data were collected**

10/29/21

| Subject                      | Textbooks and Other Instructional Materials/year of Adoption  | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
|------------------------------|---|-----------------------------|--|
| <b>Reading/Language Arts</b> | Springboard, adopted in 2017<br>English Language Development - Springboard, adopted in 2017   | Yes                         | 0%   |
| <b>Mathematics</b>           | Big Ideas MATH: Course 1 (6th Grade), adopted in 2015<br>Course 2 (7th Grade), adopted in 2015<br>Course 3 (8th Grade), adopted in 2015<br>Algebra 1, adopted in 2015 | Yes                         | 0%   |

|                               |  |     |    |
|-------------------------------|--|-----|----|
| <b>Science</b>                | Focus on Earth, Physical, and Life Science , adopted in 2008 | Yes | 0% |
| <b>History-Social Science</b> | InWorld History & US History, adopted in 2020                | Yes | 0% |

## School Facility Conditions and Planned Improvements

### School Facility Conditions and Planned Improvements

La Mirada Academy opened its doors on August 21, 2018. La Mirada Academy, formerly known as Alvin Dunn Elementary changed names during the 2017-18 school year. The name changing process was a joint effort with the school community, including parents, students, and staff. In October of 2017, the San Marcos Unified School Board unanimously approved the new name. Later in the year, students voted on a new mascot, and the LMA Wolves were established.

We have 52 classrooms with state-of-the-art audio/visual equipment. Our playground boasts two beautiful new play structures, one on the Kindergarten playground and one on the upper-grade playground. In addition, we have a new gym, band room, locker rooms and kitchen.

### Cleaning Process and Schedule

The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office and at the district office. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

### Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

### Year and month of the most recent FIT report

10/14/2021 - 10/14/2021

| System Inspected  | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned   |
|---|-----------|-----------|-----------|---|
| <b>Systems:</b><br>Gas Leaks, Mechanical/HVAC, Sewer                | X         |           |           |   |
| <b>Interior:</b><br>Interior Surfaces                               | X         |           |           | A 216 classroom :<br>4: (D) Ceiling tiles missing, damaged or loose<br>15: (D) Loose or sticky door locks and latches   |
| <b>Cleanliness:</b><br>Overall Cleanliness, Pest/Vermin Infestation | X         |           |           |   |
| <b>Electrical</b>   | X         |           |           | A 133 classroom :<br>7: (D) Lighting covers are missing, damaged, or loose<br>B 313 kindergarten classroom :<br>7: (D) Lighting covers are missing, damaged, or loose |
| <b>Restrooms/Fountains:</b><br>Restrooms, Sinks/ Fountains          | X         |           |           | A 134 classroom :<br>9: (D) Sink/fountain is not working<br>Boys Restrooms by room 114:<br>8: (D) Toilet/urinal/sink is not working                                   |
| <b>Safety:</b><br>Fire Safety, Hazardous Materials                  | X         |           |           |   |
| <b>Structural:</b><br>Structural Damage, Roofs                      | X         |           |           |   |



School Facility Conditions and Planned Improvements

|   |   |  |   |
|---|---|--|---|
| <b>External:</b><br>Playground/School Grounds, Windows/<br>Doors/Gates/Fences | X |  | A 209 classroom :<br>15: (D) Loose or sticky door locks and latches<br>A 210 classroom :<br>15: (D) Loose or sticky door locks and latches<br>A 211 classroom :<br>15: (D) Loose or sticky door locks and latches<br>A 216 classroom :<br>4: (D) Ceiling tiles missing, damaged or loose<br>15: (D) Loose or sticky door locks and latches<br>A 220 classroom :<br>15: (D) Loose or sticky door locks and latches<br>ADM-6 Electrical room :<br>15: (D) Locks and other security hardware are not<br>functioning properly<br>C 500 A LOBBY :<br>15: (D) Locks and other security hardware are not<br>functioning properly |
|---|---|--|---|

Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|-----------|------|------|------|
| X         |      |      |      |

### 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).
4. **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.

#### SARC Reporting in the 2020-2021 School Year Only

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

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

#### Options

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

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

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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<br>2020-21 | School<br>2021-22 | District<br>2020-21 | District<br>2021-22 | State<br>2020-21 | State<br>2021-22 |
|--|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| <b>English Language Arts/Literacy</b><br>(grades 3-8 and 11) | N/A               | 36                | N/A                 | 60                  | N/A              | 47               |
| <b>Mathematics</b><br>(grades 3-8 and 11)                    | N/A               | 25                | N/A                 | 46                  | N/A              | 33               |

## 2021-22 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 CAAs divided by the total number of students who participated in both assessments.

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

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 |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| <b>All Students</b>                                  | 682                     | 680                  | 99.71                 | 0.29                      | 36.32                          |
| <b>Female</b>  | 335                     | 334                  | 99.70                 | 0.30                      | 37.72                          |
| <b>Male</b>  | 347                     | 346                  | 99.71                 | 0.29                      | 34.97                          |
| <b>American Indian or Alaska Native</b>              | --                      | --                   | --                    | --                        | --                             |
| <b>Asian</b>   | 14                      | 14                   | 100.00                | 0.00                      | 57.14                          |
| <b>Black or African American</b>                     | --                      | --                   | --                    | --                        | --                             |
| <b>Filipino</b>                                      | --                      | --                   | --                    | --                        | --                             |
| <b>Hispanic or Latino</b>                            | 606                     | 606                  | 100.00                | 0.00                      | 34.65                          |
| <b>Native Hawaiian or Pacific Islander</b>           | --                      | --                   | --                    | --                        | --                             |
| <b>Two or More Races</b>                             | --                      | --                   | --                    | --                        | --                             |
| <b>White</b>   | 37                      | 35                   | 94.59                 | 5.41                      | 42.86                          |
| <b>English Learners</b>                              | 259                     | 259                  | 100.00                | 0.00                      | 17.76                          |
| <b>Foster Youth</b>                                  | 0                       | 0                    | 0.00                  | 0.00                      | 0.00                           |
| <b>Homeless</b>                                      | 13                      | 13                   | 100.00                | 0.00                      | 23.08                          |
| <b>Military</b>                                      | 15                      | 15                   | 100.00                | 0.00                      | 33.33                          |
| <b>Socioeconomically Disadvantaged</b>               | 495                     | 494                  | 99.80                 | 0.20                      | 31.17                          |
| <b>Students Receiving Migrant Education Services</b> | 0                       | 0                    | 0.00                  | 0.00                      | 0.00                           |
| <b>Students with Disabilities</b>                    | 132                     | 131                  | 99.24                 | 0.76                      | 9.92                           |

## 2021-22 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 CAAs divided by the total number of students who participated in both assessments.

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

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 |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| <b>All Students</b>                                  | 683                     | 681                  | 99.71                 | 0.29                      | 25.26                          |
| <b>Female</b>  | 336                     | 335                  | 99.70                 | 0.30                      | 22.39                          |
| <b>Male</b>  | 347                     | 346                  | 99.71                 | 0.29                      | 28.03                          |
| <b>American Indian or Alaska Native</b>              | --                      | --                   | --                    | --                        | --                             |
| <b>Asian</b>   | 14                      | 14                   | 100.00                | 0.00                      | 42.86                          |
| <b>Black or African American</b>                     | --                      | --                   | --                    | --                        | --                             |
| <b>Filipino</b>                                      | --                      | --                   | --                    | --                        | --                             |
| <b>Hispanic or Latino</b>                            | 607                     | 607                  | 100.00                | 0.00                      | 23.72                          |
| <b>Native Hawaiian or Pacific Islander</b>           | --                      | --                   | --                    | --                        | --                             |
| <b>Two or More Races</b>                             | --                      | --                   | --                    | --                        | --                             |
| <b>White</b>   | 37                      | 35                   | 94.59                 | 5.41                      | 34.29                          |
| <b>English Learners</b>                              | 259                     | 259                  | 100.00                | 0.00                      | 13.13                          |
| <b>Foster Youth</b>                                  | 0                       | 0                    | 0.00                  | 0.00                      | 0.00                           |
| <b>Homeless</b>                                      | 13                      | 13                   | 100.00                | 0.00                      | 15.38                          |
| <b>Military</b>                                      | 15                      | 15                   | 100.00                | 0.00                      | 26.67                          |
| <b>Socioeconomically Disadvantaged</b>               | 496                     | 495                  | 99.80                 | 0.20                      | 21.82                          |
| <b>Students Receiving Migrant Education Services</b> | 0                       | 0                    | 0.00                  | 0.00                      | 0.00                           |
| <b>Students with Disabilities</b>                    | 132                     | 131                  | 99.24                 | 0.76                      | 9.16                           |

## 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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

| Subject   | School<br>2020-21 | School<br>2021-22 | District<br>2020-21 | District<br>2021-22 | State<br>2020-21 | State<br>2021-22 |
|---|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| <b>Science</b><br>(grades 5, 8 and high school) | NT                | 17.5              | --                  | 39.3                | 28.5             | 29.47            |

## 2021-22 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<br>Enrollment | Number<br>Tested | Percent<br>Tested | Percent<br>Not Tested | Percent<br>Met or<br>Exceeded |
|--|---------------------|------------------|-------------------|-----------------------|-------------------------------|
| <b>All Students</b>                                  | 240                 | 240              | 100               | 0                     | 17.5                          |
| <b>Female</b>  | 116                 | 116              | 100               | 0                     | 18.97                         |
| <b>Male</b>  | 124                 | 124              | 100               | 0                     | 16.13                         |
| <b>American Indian or Alaska Native</b>              | 0                   | 0                | 0                 | 0                     | 0                             |
| <b>Asian</b>   | --                  | --               | --                | --                    | --                            |
| <b>Black or African American</b>                     | 0                   | 0                | 0                 | 0                     | 0                             |
| <b>Filipino</b>                                      | --                  | --               | --                | --                    | --                            |
| <b>Hispanic or Latino</b>                            | 214                 | 214              | 100               | 0                     | 15.89                         |
| <b>Native Hawaiian or Pacific Islander</b>           | --                  | --               | --                | --                    | --                            |
| <b>Two or More Races</b>                             | --                  | --               | --                | --                    | --                            |
| <b>White</b>   | 13                  | 13               | 100               | 0                     | 15.38                         |
| <b>English Learners</b>                              | 82                  | 82               | 100               | 0                     | 3.66                          |
| <b>Foster Youth</b>                                  | 0                   | 0                | 0                 | 0                     | 0                             |
| <b>Homeless</b>                                      | --                  | --               | --                | --                    | --                            |
| <b>Military</b>                                      | --                  | --               | --                | --                    | --                            |
| <b>Socioeconomically Disadvantaged</b>               | 174                 | 174              | 100               | 0                     | 11.49                         |
| <b>Students Receiving Migrant Education Services</b> | 0                   | 0                | 0                 | 0                     | 0                             |
| <b>Students with Disabilities</b>                    | 47                  | 47               | 100               | 0                     | 6.38                          |

## 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.

#### 2021-22 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. Due to changes to the 2021-22 PFT administration, only participation results are required 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:<br>Aerobic Capacity | Component 2:<br>Abdominal<br>Strength and<br>Endurance | Component 3:<br>Trunk Extensor<br>and Strength and<br>Flexibility | Component 4:<br>Upper Body<br>Strength and<br>Endurance | Component 5:<br>Flexibility |
|-------------|----------------------------------|--|---|---|-----------------------------|
|-------------|----------------------------------|--|---|---|-----------------------------|

## 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.

#### 2022-23 Opportunities for Parental Involvement

Parents are encouraged to get involved in their child's education. In order to help accomplish this goal, we offer parenting classes, family literacy, science or math nights, International Baccalaureate parent classes and tours, and family fun events. Many flexible meeting dates and involvement opportunities are made available for parents to receive information at La Mirada Academy. These include:

- Kindergarten Orientation
- Back to School Night held during the first month of school
- School Site Council Meetings
- ELAC Meetings
- PTO Meetings
- International Baccalaureate Parent Tours and Workshops
- Family Math and Science Nights
- Principal Coffee Chats
- Open House
- Parent Teacher Conferences

Translators are made available at all meetings. In addition each week a phone call and email is sent home notifying parents of important upcoming events at school. We also make sure our school website is updated on a weekly basis. La Mirada Academy believes in shared responsibility for high student academic achievement and that learning will happen if we have the support, partnership, and involvement of parents and the entire school staff.

Parents may contact our community liaison in the front office for ways to get involved at La Mirada.

## 2021-22 Chronic Absenteeism by Student Group

| Student Group                                 | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students                                  | 1001                  | 985                                     | 301                       | 30.6                     |
| Female  | 488                   | 477                                     | 151                       | 31.7                     |
| Male  | 513                   | 508                                     | 150                       | 29.5                     |
| American Indian or Alaska Native              | 1                     | 1                                       | 1                         | 100.0                    |
| Asian   | 17                    | 17                                      | 1                         | 5.9                      |
| Black or African American                     | 5                     | 5                                       | 3                         | 60.0                     |
| Filipino                                      | 7                     | 7                                       | 2                         | 28.6                     |
| Hispanic or Latino                            | 889                   | 877                                     | 282                       | 32.2                     |
| Native Hawaiian or Pacific Islander           | 5                     | 5                                       | 1                         | 20.0                     |
| Two or More Races                             | 14                    | 14                                      | 1                         | 7.1                      |
| White   | 63                    | 59                                      | 10                        | 16.9                     |
| English Learners                              | 436                   | 433                                     | 134                       | 30.9                     |
| Foster Youth                                  | 3                     | 3                                       | 0                         | 0.0                      |
| Homeless                                      | 33                    | 32                                      | 14                        | 43.8                     |
| Socioeconomically Disadvantaged               | 757                   | 743                                     | 247                       | 33.2                     |
| Students Receiving Migrant Education Services | 0                     | 0                                       | 0                         | 0.0                      |
| Students with Disabilities                    | 174                   | 172                                     | 58                        | 33.7                     |

### C. Engagement

#### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety



## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

| Subject            | School<br>2019-20 | District<br>2019-20 | State<br>2019-20 |
|--------------------|-------------------|---------------------|------------------|
| <b>Suspensions</b> | 0.09              | 0.74                | 2.45             |
| <b>Expulsions</b>  | 0.00              | 0.00                | 0.05             |

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

| Subject            | School<br>2020-21 | School<br>2021-22 | District<br>2020-21 | District<br>2021-22 | State<br>2020-21 | State<br>2021-22 |
|--------------------|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| <b>Suspensions</b> | 0.00              | 1.20              | 0.15                | 1.85                | 0.20             | 3.17             |
| <b>Expulsions</b>  | 0.00              | 0.00              | 0.00                | 0.00                | 0.00             | 0.07             |

## 2021-22 Suspensions and Expulsions by Student Group

| Student Group  | Suspensions Rate | Expulsions Rate |
|--|------------------|-----------------|
| <b>All Students</b>                                  | 1.20             | 0.00            |
| <b>Female</b>  | 0.41             | 0.00            |
| <b>Male</b>  | 1.95             | 0.00            |
| <b>American Indian or Alaska Native</b>              | 0.00             | 0.00            |
| <b>Asian</b>   | 0.00             | 0.00            |
| <b>Black or African American</b>                     | 0.00             | 0.00            |
| <b>Filipino</b>                                      | 0.00             | 0.00            |
| <b>Hispanic or Latino</b>                            | 1.24             | 0.00            |
| <b>Native Hawaiian or Pacific Islander</b>           | 0.00             | 0.00            |
| <b>Two or More Races</b>                             | 0.00             | 0.00            |
| <b>White</b>   | 1.59             | 0.00            |
| <b>English Learners</b>                              | 1.15             | 0.00            |
| <b>Foster Youth</b>                                  | 0.00             | 0.00            |
| <b>Homeless</b>                                      | 0.00             | 0.00            |
| <b>Socioeconomically Disadvantaged</b>               | 1.06             | 0.00            |
| <b>Students Receiving Migrant Education Services</b> | 0.00             | 0.00            |
| <b>Students with Disabilities</b>                    | 2.87             | 0.00            |

## 2022-23 School Safety Plan

The School Safety Plan was updated in October of 2022.. The plan was reviewed with Staff and School Site Council members and approved. The La Mirada Academy Safe Schools Plan has the goal of securing the well-being of our students in the event of any concern that might compromise the well-being of our students. This plan addresses several core safety issues to address this goal. La Mirada is home to approximately 968 students. Local law enforcement and city officials were consulted during the writing and approval process to assist the administration in designing safety, disaster, and behavior plan and visit annually to observe our drill routines.

Three essential components were addressed when writing the plan. These include: Assuring a Safe Physical Environment, Assuring an Emotionally Nurturing Environment, and Student Resiliency Skills. In the Safe School Plan there are strategies in place to ensure that student safety is enforced in each of these goal areas. The La Mirada Academy Safe Schools Plan is a working document that helps to create an environment where children can feel secure and grow.

## 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.

## 2019-20 Elementary Average Class Size and Class Size Distribution

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

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K           | 21                 | 3                                    | 2                                     |                                     |
| 1           | 24                 |                                      | 5                                     |                                     |
| 2           | 25                 |                                      | 4                                     |                                     |
| 3           | 24                 |                                      | 5                                     |                                     |
| 4           | 28                 |                                      | 4                                     |                                     |
| 5           | 34                 |                                      |                                       | 2                                   |
| 6           | 25                 | 6                                    | 18                                    | 4                                   |
| Other       | 9                  | 4                                    |                                       |                                     |

## 2020-21 Elementary Average Class Size and Class Size Distribution

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

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K           | 23                 | 1                                    | 4                                     |                                     |
| 1           | 27                 |                                      | 4                                     |                                     |
| 2           | 27                 |                                      | 4                                     | 1                                   |
| 3           | 27                 |                                      | 4                                     |                                     |
| 4           | 32                 |                                      | 1                                     | 1                                   |
| 5           | 29                 |                                      | 3                                     |                                     |
| 6           | 23                 | 7                                    | 18                                    | 1                                   |
| Other       | 16                 | 3                                    |                                       | 1                                   |

## 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           | 24                 |                                      | 4                                     |                                     |
| 1           | 22                 | 1                                    | 3                                     |                                     |
| 2           | 25                 |                                      | 4                                     |                                     |
| 3           | 25                 |                                      | 5                                     |                                     |
| 4           | 28                 |                                      | 3                                     |                                     |
| 5           | 29                 |                                      | 4                                     |                                     |
| 6           | 26                 | 11                                   | 14                                    | 8                                   |
| Other       | 29                 |                                      | 1                                     |                                     |

## 2021-22 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 | 952   |

## 2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Title   | Number of FTE Assigned to School |
|---|----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 1.0                              |
| Library Media Teacher (Librarian)                             |                                  |
| Library Media Services Staff (Paraprofessional)               |                                  |
| Psychologist  |                                  |
| Social Worker   | 1.0                              |
| Nurse   |                                  |
| Speech/Language/Hearing Specialist                            | 2.0                              |
| Resource Specialist (non-teaching)                            |                                  |
| Other   | 8.6                              |

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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                                   | 9143                         | 2540                                | 6603                                  | 84080                  |
| District                                      | N/A                          | N/A                                 | 8305                                  | \$86,950               |
| Percent Difference - School Site and District | N/A                          | N/A                                 | -21.3                                 | 3.2                    |
| State   | N/A                          | N/A                                 | \$6,594                               | \$85,368               |
| Percent Difference - School Site and State    | N/A                          | N/A                                 | 0.1                                   | -0.4                   |

## 2021-22 Types of Services Funded

Gifted and Talented Education (GATE)  
 LCAP Supplemental  
 Credential Music Teacher  
 Title I  
 Title III  
 ASES-After School Program

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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 |
|--|-----------------|--|
| <b>Beginning Teacher Salary</b>                      | \$43,129        | \$51,081                                     |
| <b>Mid-Range Teacher Salary</b>                      | \$86,253        | \$77,514                                     |
| <b>Highest Teacher Salary</b>                        | \$109,036       | \$105,764                                    |
| <b>Average Principal Salary (Elementary)</b>         | \$137,535       | \$133,421                                    |
| <b>Average Principal Salary (Middle)</b>             | \$142,627       | \$138,594                                    |
| <b>Average Principal Salary (High)</b>               | \$164,381       | \$153,392                                    |
| <b>Superintendent Salary</b>                         | \$250,000       | \$298,377                                    |
| <b>Percent of Budget for Teacher Salaries</b>        | 37%             | 32%  |
| <b>Percent of Budget for Administrative Salaries</b> | 5%              | 5%   |

## Professional Development

San Marcos Unified School District (SMUSD) is committed to the belief that the strongest predictor of student achievement is the quality of the teacher inside the classroom. In support of this belief, SMUSD is deeply committed to teacher learning and professional development as evidenced by our district mission statement.

San Marcos Unified School District's Mission Statement includes these commitments:

- "hiring and retaining only the best educators and investing in their success."
- "providing quality education based on high standards, effective practices, continuous improvement, and innovation."

Every new teacher in our district engages in a rigorous 2 year training program where the new employee receives 30 hours of professional development on our research-based instructional framework, the Essential Elements of Instruction (EEI). These instructional strategies apply to any curricular area and any grade level. New administrators to the District receive professional learning in this instructional framework as well as the National Institute for Instructional Leadership (NISL).

In the 2021-2022 school year, at the secondary level, the district focused professional learning on the continued implementation of state academic standards in English language arts, English development, mathematics, science, and history. Attention was placed on identifying key learnings and the integration of common formative assessments in English language arts and math within the instructional cycle. Math teachers were provided the opportunity to engage in Standards for Mathematical Practices. Science teachers were given time to delve deeply into NGSS, aligning and/or creating course outlines and units to the requirements of the new standards.

Various means of professional learning were offered: professional development during the regular workday, during school breaks, and after school as well as online sessions available for staff to access during times that best work with their schedule. Principals provided staff development during regularly scheduled staff meetings throughout the year. Teachers who work with students with special needs engaged in ongoing collaboration to implement more inclusive delivery models.

Teachers continued to engage in professional development each week as they worked collaboratively during their structured teacher collaboration time (early release Wednesdays for elementary/middle school staff and late start Tuesdays for high school staff). This provided teachers the opportunity to share best practices to meet students' needs.

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

| Subject  | 2020-21 | 2021-22 | 2022-23 |
|--|---------|---------|---------|
| <b>Number of school days dedicated to Staff Development and Continuous Improvement</b> |         |         |         |