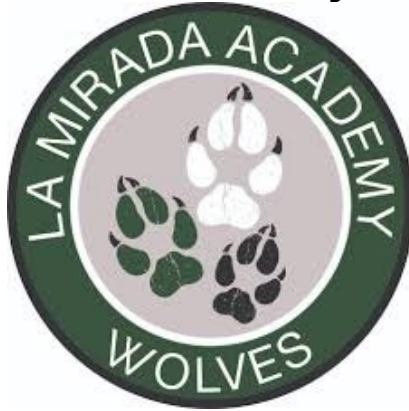


La Mirada Academy

2021 School Accountability Report Card



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fg/aa/lc/

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

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

2021-22 School Contact Information

School Name	La Mirada Academy
Street	3697 La Mirada Dr.
City, State, Zip	San Marcos, CA 92078
Phone Number	(760) 290-2000
Principal	Jennifer Carter
Email Address	jennifer.carter@smusd.org
School Website	https://lamiradaacademy.smusd.org/
County-District-School (CDS) Code	37737916039069

2021-22 District Contact Information

District Name	San Marcos Unified School District
Phone Number	(760) 752-1299
Superintendent	Dr. Andy Johnson Superintendent
Email Address	andy.johnson@smusd.org
District Website Address	www.smusd.org

2021-22 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

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	102
Grade 1	96
Grade 2	126
Grade 3	108
Grade 4	126
Grade 5	112
Grade 6	103
Grade 7	107
Grade 8	125
Total Enrollment	1,005

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.4
Asian	2.7
Black or African American	0.1
Filipino	1
Hispanic or Latino	88.3
Native Hawaiian or Pacific Islander	0.6
Two or More Races	0.8
White	6.2
English Learners	42.2
Foster Youth	0.1
Homeless	2
Socioeconomically Disadvantaged	65
Students with Disabilities	14.8

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	37.0	86.0	702.0	86.8	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	1.4	0.2	4205.9	1.5
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	5.0	11.6	90.6	11.2	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.0	2.3	14.6	1.8	12115.8	4.4
Unknown	0.0	0.0	0.0	0.0	18854.3	6.9
Total Teaching Positions	43.0	100.0	808.8	100.0	274759.1	100.0

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

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

Authorization/Assignment	2020-21
Permits and Waivers	0.0
Misassignments	5.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	5.0

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

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	1.0
Local Assignment Options	0.0
Total Out-of-Field Teachers	1.0

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	25.7
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	6.6

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

Reading and Writing: Language Arts classes embody a rich blend of literature and informational text in which students are challenged to build their reading, writing, listening and speaking skills. The curriculum is based on the California Common Core Standards for English Language Arts and Literacy in History/Social Studies, and Technical Subjects (2010) that outlines a progression of expectations for what students should know and can do. Instruction guides students in comprehending text to determine central ideas and arguments, as well as uncovering the craft and structure within text. Students collaborate and share their ideas in conversation and through writing. As students' experience texts of increasing complexity, they build their capacity for college and career readiness.

Math: Students experience mathematics linked across grade levels and aligned to the State's content standards and framework finalized in 2013. Students develop foundational conceptual understanding along with procedural skills and fluency as they apply mathematics to solve real world inspired problems. Mathematics takes on greater relevance as students learn to think through their problem solving, share their thinking and examine the thinking of others. A sequence of courses beginning in 6th grade offers students opportunity to stretch their mathematical skills through high school.

Science: SMUSD has transitioned to the Next Generation Science Standards for California Public Schools adopted in September 2013, and continues to incorporate the California Common Core State Standards in Literacy for Sciences that focus heavily on aspects of reading, writing and research. SMUSD has adopted the preferred integrated model for grades six through eight, using a phenomena-based approach to instruction. In grade six guiding concept from the California Science Framework is "systems within organisms and between them are adapted to Earth's climate systems." Students focus on the interaction between living systems and their physical environment and use physical science to explain processes within each of these systems. The guiding concept in grade seven builds on students' understanding of systems from grade six: "Natural processes and human activities cause energy to flow and matter to cycle through Earth's systems." Students track the cycling of matter and energy in chemical systems, food webs, the water cycle, and the rock cycle. Near the end of the year, students examine how human activities alter these systems. Integrated grade eight builds on the ideas of stability and change introduced at the end of grade seven with the guiding concept: "The processes that change Earth's systems at different spatial scales today also caused changes in the past." Students explain different episodes of mass extinction and species diversification during the first three instructional segments and then move to present-day changes at the end of the year. The course begins with students analyzing data about the diversity of species over the last 500 million years, which reveals evidence of several mass extinction events

Social Studies: Students build their understanding of the human story through historical analysis, a focus on geography and historical interpretation. Students in grade six expand their understanding of history by studying the people and events that ushered in the dawn of the major Western and non-Western ancient civilizations. Students in grade seven study the social, cultural, and technological changes that occurred in Europe, Africa, and Asia in the years A.D. 500–1789. Students in grade eight study the ideas, issues, and events from the framing of the Constitution up to World War I, with an emphasis on America's role in the war. SMUSD teachers are incorporating the California History Social Studies Framework adopted in 2016 and the California Common Core State Standards in Literacy for History/Social Sciences that focus heavily on aspects of reading, writing and research.

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
Reading/Language Arts	Springboard, adopted in 2017 English Language Development - Springboard, adopted in 2017	Yes	0%
Mathematics	Big Ideas MATH: Course 1 (6th Grade), adopted in 2015 Course 2 (7th Grade), adopted in 2015 Course 2 Accelerated, adopted in 2015 Course 3 (8th Grade), adopted in 2015 Algebra 1, adopted in 2015	Yes	0%

Science	Focus on Earth, Physical, and Life Science , adopted in 2008	Yes	0%
History-Social Science	InWorld History & US History, adopted in 2020	Yes	0%
Foreign Language			
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

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
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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 216 classroom : 4: (D) Ceiling tiles missing, damaged or loose 15: (D) Loose or sticky door locks and latches
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			A 133 classroom : 7: (D) Lighting covers are missing, damaged, or loose B 313 kindergarten classroom :

School Facility Conditions and Planned Improvements

			7: (D) Lighting covers are missing, damaged, or loose
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		A 134 classroom : 9: (D) Sink/fountain is not working Boys Restrooms by room 114: 8: (D) Toilet/urinal/sink is not working
Safety: Fire Safety, Hazardous Materials	X		
Structural: Structural Damage, Roofs	X		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		A 209 classroom : 15: (D) Loose or sticky door locks and latches A 210 classroom : 15: (D) Loose or sticky door locks and latches A 211 classroom : 15: (D) Loose or sticky door locks and latches A 216 classroom : 4: (D) Ceiling tiles missing, damaged or loose 15: (D) Loose or sticky door locks and latches A 220 classroom : 15: (D) Loose or sticky door locks and latches ADM-6 Electrical room : 15: (D) Locks and other security hardware are not functioning properly C 500 A LOBBY : 15: (D) Locks and other security hardware are not functioning properly

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

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

SARC Reporting in the 2020-2021 School Year Only

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

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

Options

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

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

2020-21 CAASPP Test Results in ELA by Student Group

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	667	NT	NT	NT	NT
Female	335	NT	NT	NT	NT
Male	332	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	17	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	591	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	39	NT	NT	NT	NT
English Learners	249	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	38	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	366	NT	NT	NT	NT
Students Receiving Migrant Education Services	30	NT	NT	NT	NT
Students with Disabilities	125	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	667	NT	NT	NT	NT
Female	335	NT	NT	NT	NT
Male	332	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	17	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	591	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	39	NT	NT	NT	NT
English Learners	249	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	38	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	366	NT	NT	NT	NT
Students Receiving Migrant Education Services	30	NT	NT	NT	NT
Students with Disabilities	125	NT	NT	NT	NT

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

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

iReady Student Groups	iReady Total Enrollment	iReady Number Tested	iReady Percent Tested	iReady Percent Not Tested	iReady Percent At or Above Grade Level
All Students	681	647	95%	5%	34%
Female	340	325	96%	4%	34%
Male	341	322	94%	6%	34%
American Indian or Alaska Native	3	3	100%	0%	0%
Asian	18	16	89%	11%	69%

Filipino	5	4	80%	20%	50%
Hispanic or Latino	605	576	95%	5%	32%
Native Hawaiian or Pacific Islander	5	5	100%	0%	40%
Two or More Races	5	5	100%	0%	80%
White	40	38	95%	5%	55%
English Learners	284	269	95%	5%	17%
Homeless	17	15	88%	12%	24%
Socioeconomically Disadvantaged	458	435	95%	5%	28%
Students Receiving Migrant Education Services	30	29	97%	3%	0%
Students with Disabilities	117	108	92%	8%	8%

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

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

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

iReady Student Groups	iReady Total Enrollment	iReady Number Tested	iReady Percent Tested	iReady Percent Not Tested	iReady Percent At or Above Grade Level
All Students	681	647	95%	5%	30%
Female	340	325	96%	4%	30%
Male	341	322	94%	6%	31%
American Indian or Alaska Native	3	3	100%	0%	0%
Asian	18	16	89%	11%	63%
Filipino	5	3	60%	40%	67%
Hispanic or Latino	605	577	95%	5%	28%
Native Hawaiian or Pacific Islander	5	5	100%	0%	40%
Two or More Races	5	5	100%	0%	20%
White	40	38	95%	5%	47%
English Learners	284	269	95%	5%	20%
Homeless	17	15	88%	12%	40%
Socioeconomically Disadvantaged	458	435	95%	5%	29%
Students Receiving Migrant Education Services	30	30	100%	0%	20%
Students with Disabilities	117	108	92%	8%	15%

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

CAASPP Test Results in Science for All Students

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

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

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

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

2020-21 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	232	NT	NT	NT	NT
Female	119	NT	NT		
Male	113	NT	NT		
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	207	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	82	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	136	NT	NT	NT	NT
Students Receiving Migrant Education Services	12	NT	NT	NT	NT
Students with Disabilities	46	NT	NT	NT	NT

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2020-21 California Physical Fitness Test Results

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

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

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
- Title 1 Parent Meeting
- 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.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1054	1043	119	11.4
Female	533	528	55	10.4
Male	520	514	64	12.5
American Indian or Alaska Native	0	0	0	0.0
Asian	27	27	2	7.4
Black or African American	10	9	1	11.1
Filipino	10	10	0	0.0
Hispanic or Latino	920	915	109	11.9
Native Hawaiian or Pacific Islander	6	6	0	0.0
Two or More Races	9	9	0	0.0
White	72	67	7	10.4
English Learners	455	453	55	12.1
Foster Youth	2	2	1	50.0
Homeless	23	23	4	17.4
Socioeconomically Disadvantaged	694	690	95	13.8
Students Receiving Migrant Education Services	32	32	3	9.4
Students with Disabilities	186	182	29	15.9

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

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

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	0.51	0.00	1.50	0.15	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

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

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.09	0.74	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

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

2021-22 School Safety Plan

The School Safety Plan was updated in September of 2021. The plan was reviewed with Staff and School Site Council members and approved on October 14, 2021. 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 1,080 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.

2018-19 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23		6	
1	25		4	
2	24		5	
3	28		4	
4	34			3
5	27	1	1	2
6	33	2	9	10
Other	8	1		

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

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	1005

2020-21 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	1
Social Worker	1
Speech/Language/Hearing Specialist	2
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	9143	2540	6603	84080
District	N/A	N/A	8305	\$84,108
Percent Difference - School Site and District	N/A	N/A	-21.3	3.2
State			\$8,444	\$86,376
Percent Difference - School Site and State	N/A	N/A	-24.5	-0.4

2020-21 Types of Services Funded

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

2019-20 Teacher and Administrative Salaries

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

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$42,283	\$52,562
Mid-Range Teacher Salary	\$84,562	\$83,575
Highest Teacher Salary	\$106,898	\$104,166
Average Principal Salary (Elementary)	\$133,678	\$131,875
Average Principal Salary (Middle)	\$139,760	\$137,852
Average Principal Salary (High)	\$149,585	\$150,626
Superintendent Salary	\$255,475	\$260,243
Percent of Budget for Teacher Salaries	36%	34%
Percent of Budget for Administrative Salaries	4%	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.

In the 2020-2021 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. 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. With distance learning, the use of technology within the educational setting to support the implementation of standards and student learning has required on-going professional development for teachers to confidently and effectively use these tools.

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. Teachers on Special Assignment (TOSAs) provided professional development and worked with teachers in their classrooms modeling strategies, planning collaboratively, and providing support.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	97		

San Marcos Unified School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	San Marcos Unified School District
Phone Number	(760) 752-1299
Superintendent	Dr. Andy Johnson Superintendent
Email Address	andy.johnson@smusd.org
District Website Address	www.smusd.org

2020-21 CAASPP Test Results in ELA by Student Group

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	10651	3	0.03	99.97	--
Female	5196	1	0.02	99.98	--
Male	5444	2	0.04	99.96	--
American Indian or Alaska Native	18	0	--	100.00	--
Asian	582	0	0.00	100.00	--
Black or African American	155	0	0.00	100.00	--
Filipino	220	0	0.00	100.00	--
Hispanic or Latino	4958	0	0.00	100.00	--
Native Hawaiian or Pacific Islander	45	0	0.00	100.00	--
Two or More Races	550	0	0.00	100.00	--
White	4123	3	0.07	99.93	--
English Learners	1408	0	0.00	100.00	--
Foster Youth	23	0	0.00	100.00	--
Homeless	224	0	0.00	100.00	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	2847	0	0.00	100.00	--
Students Receiving Migrant Education Services	157	0	0.00	100.00	--
Students with Disabilities	1558	3	0.19	99.81	--

2020-21 CAASPP Test Results in Math by Student Group

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	10651	3	0.03	99.97	--
Female	5196	1	0.02	99.98	--
Male	5444	2	0.04	99.96	--
American Indian or Alaska Native	18	0	--	100.00	--
Asian	582	0	0.00	100.00	--
Black or African American	155	0	0.00	100.00	--
Filipino	220	0	0.00	100.00	--
Hispanic or Latino	4958	0	0.00	100.00	--
Native Hawaiian or Pacific Islander	45	0	0.00	100.00	--
Two or More Races	550	0	0.00	100.00	--
White	4123	3	0.07		--
English Learners	1408	0	0.00	100.00	--
Foster Youth	23	0	0.00	100.00	--
Homeless	224	0	0.00	100.00	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	2847	0	0.00	100.00	--
Students Receiving Migrant Education Services	157	0	0.00	100.00	--
Students with Disabilities	1558	3	0.19	99.81	--

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

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

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

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

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

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