



**San Ysidro**  
School District **EST - 1887**  
QUALITY EDUCATION AND OPPORTUNITY FOR ALL STUDENTS TO SUCCEED

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# SARC

2023-24

School Accountability  
Report Card  
Published in 2024-25



## La Mirada Elementary School

Grades TK-6  
CDS Code 37-68379-608900

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*Amazing things happen at La Mirada!*



## Principal's Message

I would like to thank you for taking the time to explore our School Accountability Report Card (SARC). As principal, I am proud of the La Mirada Elementary School community, which includes our teachers, parents, students, support staff and volunteers. Our school community is committed to nurturing a safe environment that encourages self-confidence, responsibility and innovative thinking, while promoting lifelong learning. These accomplishments are achieved through unified efforts as we embrace the uniqueness of all children. Students are viewed as the foundation for a strong community.

As members of this community, it is our obligation to instill the belief that all students can achieve. It is our responsibility to express that every child must have the opportunity for increased academic achievement. We have created a community where all members see individual students as a whole person and seek out additional information in order to characterize overall success.

Our pledge to the La Mirada community is to continue to seek out experiences, which allow us to continuously grow in a positive manner, all in the best interest of student growth. It is our responsibility to define and reassess strengths and weaknesses within our school, and to continue to make changes accordingly. Our commitment is to tap into a variety of resources that allow us the opportunity to enhance our educational program.

It is the belief of La Mirada Elementary School that students can and will excel in an environment that is tailored to their evolving needs. It is because of this belief that we have been able to successfully develop a comprehensive educational program that celebrates and promotes ethnic and cultural diversity; individuality; and emotional, intellectual, and social eminence. We strive to provide students with not only the support and encouragement to accomplish such feats, but the means to do so as well.

In our longstanding tradition of excellence, we maintain a commitment to our students, parents, community members and staff to provide the best educational experience possible. We renew this commitment yearly in hopes that together, we will continue to improve our effectiveness in educating the students of today, preparing them to become productive citizens of tomorrow. It is in light of this fact that we welcome any suggestions, ideas or comments you may have.

We will continue to challenge ourselves to increase academic achievement. We will continue to reflect on the road toward our success and maintain our persistence to examine the past and the present in order to continue to make positive gains toward the future. We recognize our primary focus for all our students is to assist them in tapping into their individualized efforts and strengths. Our commitment is to band together, celebrate our diligence, and put forth all energies to continue down this path of excellence. Thank you for assisting La Mirada Elementary School in making our students' experience here productive, memorable and enjoyable.

## School Mission Statement

La Mirada school is a community that provides an education that challenges, empowers, and equips our students to become well rounded global citizens through good decisions, solving problems and showing respect.

## School Vision Statement

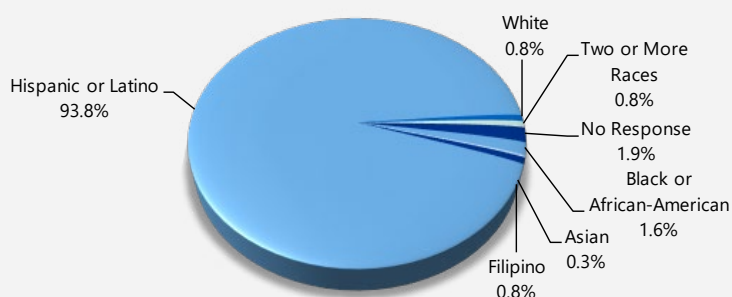
We believe that a happy child is a successful one. We are committed to providing a positive, safe and stimulating environment for children to learn, where all are valued. We intend that all children should enjoy their learning, achieve their potential and become independent life-long learners and well-rounded global citizens.

## Enrollment by Student Group

The total enrollment at the school was 368 students for the 2023-24 school year. The pie chart displays the percentage of students enrolled in each group.

### Demographics

2023-24 School Year



## TRANSCEND



## TRASCENDER

## School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

## District Mission Statement

The mission of the San Ysidro School District:

*Quality education and opportunity for all students to succeed.*

## District Vision Statement

The San Ysidro School District, in partnership with our teachers and community, is committed to providing a high-quality, multicultural learning environment that promotes academic excellence, social responsibility, and physical and emotional well-being for all students.

## School Board

Zenaida Rosario, President

Antonio Martinez, Vice President

Irene Lopez, Clerk

Martin Arias, Member

Kenia Peraza, Member

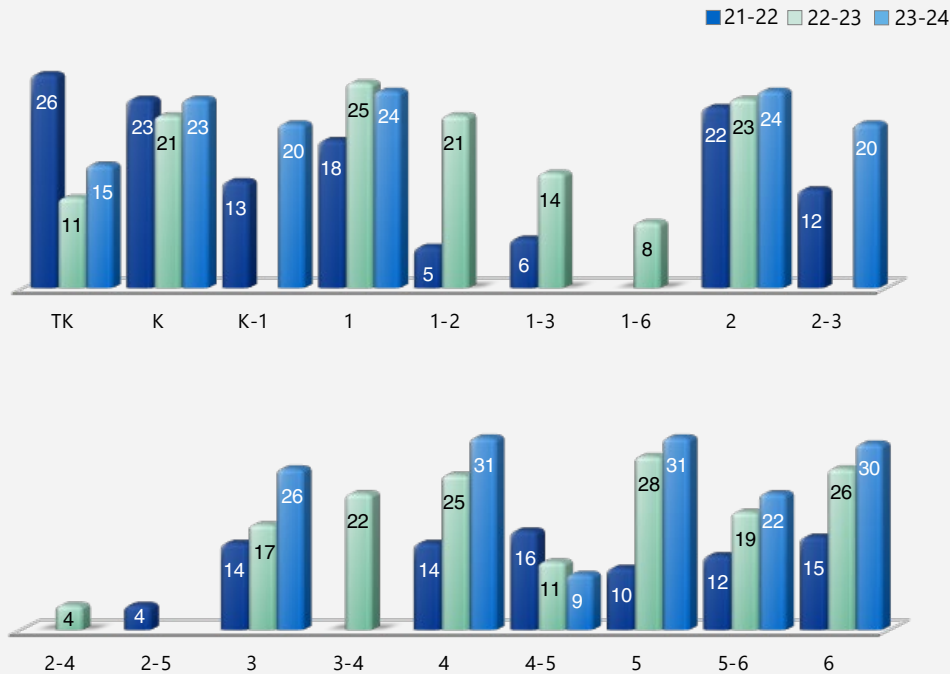


## Class Size Distribution

The bar graphs display the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### Average Class Size

#### Three-Year Data



### Number of Classrooms by Size

#### Three-Year Data

	2021-22			2022-23			2023-24		
Grade	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
TK		1		3			3		
K		1			2			1	
K-1	2						1	1	
1	1				1			1	
1-2	1			1	1				
1-3	2			1					
1-6				1					
2		1			1			1	
2-3	2						1	1	
2-4				1					
2-5	1								
3	1	1		1	1			1	
3-4				1	1				
4	1	1			1			1	
4-5	1	1		2			1		
5	2	1			1			1	
5-6	1			2	1		1	1	
6	1	2			1			1	

## Enrollment by Student Group

### Demographics

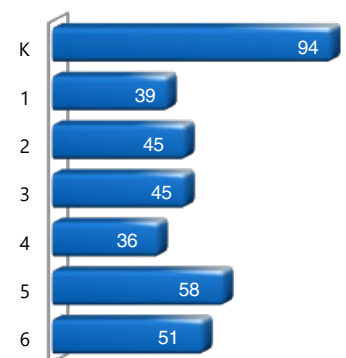
#### 2023-24 School Year

Female	46.70%
Male	53.00%
Non-Binary	0.30%
English learners	51.90%
Foster youth	0.80%
Homeless	20.10%
Migrant	0.00%
Socioeconomically Disadvantaged	67.10%
Students with Disabilities	25.00%

## Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2023-24 school year.

### 2023-24 Enrollment by Grade







## Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates collected between July through June, each full school year respectively. Note: Students are only counted one time, regardless of the number of suspensions.

Suspensions and Expulsions							Three-Year Data		
	La Mirada ES			San Ysidro SD			California		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>Suspension rates</b>	0.60%	1.20%	0.00%	2.50%	3.00%	3.10%	3.20%	3.60%	3.30%
<b>Expulsion rates</b>	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

*We value our Personal Standards:*  
*Make Good Decisions*  
*Solve Problems*  
*Show Respect*



## Professional Development

All curriculum and instructional improvement activities at San Ysidro School District are aligned to the California Common Core State Standards and frameworks. The district professional-development program provides opportunities for teachers and support staff to implement the district's core curriculum for all students, update subject-area expertise, use data to plan instructional improvement strategies and acquire new instructional strategies for use in the classroom. Additionally, teachers and support staff have the opportunity to participate in conferences, districtwide professional development throughout the year focusing on Common Core State Standards implementation and specific training to support English language learners and students with special needs.

At the site level each year, targeted professional-improvement activities are provided for teachers and support staff that reflect the specific school goals and objectives reflected in the school site plan such as: Professional Learning Community (PLC); Grade Level Collaborations as well as various conferences and workshops, such as Association of California School Administrators (ACSA) Leadership Summit, Project GLAD training, AVID Institutes, CAFE Summer Institute, CAFE Dual Language Teacher Academy, Universal Design for Learning Sessions, WRITE Foundations Trainings, Middle School Math Trainings from San Diego County Office of Education, TK-2 Math Training Sessions from Emily Stewart, as well as training sessions for the newly adopted instructional materials (Twig Science, and Savvas, CA History Social Science myWorld Interactive).

## Suspensions and Expulsions by Student Group

Suspensions and Expulsions by Student Group		2023-24 School Year
Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0.00%	0.00%
<b>Female</b>	0.00%	0.00%
<b>Male</b>	0.00%	0.00%
<b>Non-Binary</b>	0.00%	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>	0.00%	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>	0.00%	0.00%
<b>English Learners</b>	0.00%	0.00%
<b>Foster Youth</b>	0.00%	0.00%
<b>Homeless</b>	0.00%	0.00%
<b>Socioeconomically Disadvantaged</b>	0.00%	0.00%
<b>Students Receiving Migrant Education Services</b>	0.00%	0.00%
<b>Students with Disabilities</b>	0.00%	0.00%

### Professional Development Days

**Number of school days dedicated to staff development and continuous improvement**

<b>2022-23</b>	125
<b>2023-24</b>	130
<b>2024-25</b>	130



## California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students participating in each of the five fitness components for the most recent testing period. For more detailed information on the California PFT, please visit [www.cde.ca.gov/ta/tg/pf](http://www.cde.ca.gov/ta/tg/pf).

### California Physical Fitness Test

2023-24 School Year

#### Percentage of Students Participating In Each Of The Five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	93.2%	94.9%	96.6%	94.9%	96.6%

## Chronic Absenteeism by Student Group

### Chronic Absenteeism by Student Group

2023-24 School Year

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	408	395	159	40.30%
Female	185	183	75	41.00%
Male	223	212	84	39.60%
Non-Binary	0	0	0	0.00%
American Indian or Alaska Native	0	0	0	0.00%
Asian	0	0	0	0.00%
Black or African American	11	11	6	54.50%
Filipino	0	0	0	0.00%
Hispanic or Latino	375	366	148	40.40%
Native Hawaiian or Pacific Islander	0	0	0	0.00%
Two or More Races	0	0	0	0.00%
White	0	0	0	0.00%
English Learners	213	207	90	43.50%
Foster Youth	0	0	0	0.00%
Homeless	76	76	39	51.30%
Socioeconomically Disadvantaged	338	330	140	42.40%
Students Receiving Migrant Education Services	0	0	0	0.00%
Students with Disabilities	123	117	50	42.70%



## Types of Services Funded

San Ysidro School District received state and federal funding for the following categorical, special education and support programs:

### Federal funds

- Every Student Success Act (ESSA): Title I, Part A
- Special Ed: IDEA Basic Local Assistance Entitlement, Part B, Section 611
- Special Ed: IDEA Preschool Grants, Part B, Sec 619
- Special Ed: IDEA Mental Health Allocation Plan, Part B, Sec 611
- Special Ed: IDEA Preschool Staff Development, Part B, Sec 619
- ESSA: Title II, Part A, Supporting Effective Instruction
- ESSA: Title III, Limited English Proficiency (LEP) Student Program
- ESSA: Title IV, Part A, Student Support and Academic Enrichment Grants
- ESSA: Education for Homeless Children and Youth, Subtitle VII-B McKinney-Vento Act
- Elementary and Secondary School Emergency Relief (ESSER) Fund

### State funds

- Lottery Unrestricted
- Lottery Instructional Materials
- Local Control Funding Formula
- Education Protection Account
- Expanded Learning Opportunities Program (ELOP)
- Expanded Learning Opportunities Grant
- Educator Effectiveness Block Grant
- Special Education: Assembly Bill (AB) 602
- Special Education: Learning Recovery Support
- Special Education: State Mental Health Services
- Special Education: Early Intervention Preschool Grant
- After School Education and Safety (ASES) programs



## Statewide Assessments

**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 10, 11 or 12).



## CAASPP Test Results in Science for All Students

The table below shows the percent of students meeting or exceeding the State standard on the CAASPP—California Science Test (CAST) and the California Alternate Assessment for Science (CAA for Science) for grades 5, 8 and once in high school (i.e., grade 10, 11 or 12).

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
	La Mirada ES		San Ysidro SD		California	
Subject	22-23	23-24	22-23	23-24	22-23	23-24
Science	4.76%	23.73%	18.22%	18.53%	30.29%	30.73%

## CAASPP Test Results in ELA and Mathematics for All Students

The table below shows the percent of students meeting or exceeding the State standards on the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessments and California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics for grades 3-8 and 11.

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
	La Mirada ES		San Ysidro SD		California	
Subject	22-23	23-24	22-23	23-24	22-23	23-24
English language arts/literacy	20%	28%	35%	35%	46%	47%
Mathematics	14%	23%	24%	26%	34%	35%

### CAASPP by Student Group: Science, English Language Arts and Mathematics

The tables on the following pages display the percentage of students that met or exceeded state standards in science, English language arts/literacy and mathematics for the school by student groups.

The “percentage 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 on the CAA divided by the total number of students who participated in both assessments.

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



## CAASPP Test Results by Student Group: Science (grade 5)

Percentage of Students Meeting or Exceeding State Standard					2023-24 School Year
Science					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	59	59	100.00%	0.00%	23.73%
Female	21	21	100.00%	0.00%	9.52%
Male	38	38	100.00%	0.00%	31.58%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	55	55	100.00%	0.00%	25.45%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
English Learners	20	20	100.00%	0.00%	15.00%
Foster Youth	❖	❖	❖	❖	❖
Homeless	16	16	100.00%	0.00%	12.50%
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	49	49	100.00%	0.00%	24.49%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	16	16	100.00%	0.00%	18.75%

❖ Scores are not shown 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.







## CAASPP Test Results by Student Group: English Language Arts (grades 3-6)

Percentage of Students Meeting or Exceeding State Standard					2023-24 School Year
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	191	186	97.38%	2.62%	28.49%
Female	91	88	96.70%	3.30%	29.55%
Male	100	98	98.00%	2.00%	27.55%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	179	174	97.21%	2.79%	26.44%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
English Learners	81	76	93.83%	6.17%	13.16%
Foster Youth	❖	❖	❖	❖	❖
Homeless	53	51	96.23%	3.77%	11.76%
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	157	154	98.09%	1.91%	25.32%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	54	54	100.00%	0.00%	11.11%

❖ Scores are not shown 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.



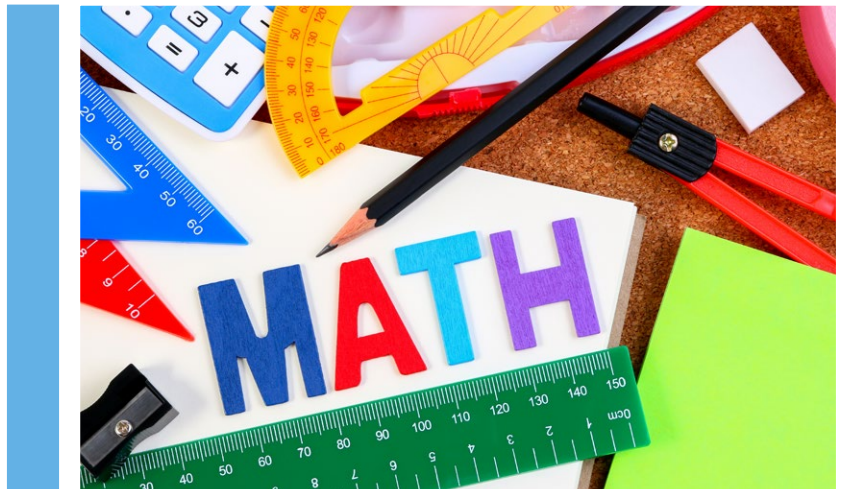




## CAASPP Test Results by Student Group: Mathematics (grades 3-6)

Percentage of Students Meeting or Exceeding State Standard					2023-24 School Year
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	191	189	98.95%	1.05%	22.75%
Female	91	89	97.80%	2.20%	17.98%
Male	100	100	100.00%	0.00%	27.00%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	179	177	98.88%	1.12%	20.90%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
English Learners	81	79	97.53%	2.47%	11.39%
Foster Youth	❖	❖	❖	❖	❖
Homeless	53	52	98.11%	1.89%	15.38%
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	157	155	98.73%	1.27%	21.29%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	54	54	100.00%	0.00%	7.41%

❖ Scores are not shown 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.





## Textbooks and Instructional Materials

San Ysidro School District held a public hearing on September 12, 2024, determining sufficiency of instructional materials at all schools within the district. All schools were found to have sufficient and good-quality textbooks, instructional materials or science lab equipment pursuant to the settlement of Williams v. the State of California.

Students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. All teachers review materials approved for use by the state, and a recommendation is made to the board of trustees by a selection committee composed of teachers and administrators.

### Textbooks and Instructional Materials List

**2024-25 School Year**

Subject	Textbook	Adopted
Reading/language arts	Benchmark Ready to Advance (TK)	2018
Reading/language arts	Benchmark Advance (K-6)	2023
Reading/language arts	Benchmark Steps to Advance (2-6 SDC)	2018
English Language Development	Benchmark Advance: Asset-Based Access to English-Express (K-6)	2023
English Language Development	Ready to Advance (TK)	2018
Mathematics	My Math, McGraw-Hill (TK-5)	2017
Mathematics	SpringBoard, College Board (6)	2017
Science/Health	TWIG Science (TK-5)	2023
Science/Health	CA Inspire Science, McGraw Hill (6)	2023
History/Social Science	History Social Science CA myWorld Interactive, Savvas (K-5)	2024
History/Social Science	CA History Social Science myWorld Interactive Secondary, Savvas/Pearson (6)	2024

## Public 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.

## School Safety

The district developed a Comprehensive School Safety Plan in order to comply with Senate Bill 187 of 1997. The plan provides students and staff means to ensure a safe and orderly learning environment. Key elements of the Comprehensive School Safety Plan include child-abuse reporting procedures, teacher notification of dangerous-pupils procedures, disaster-response procedures, procedures for safe entering to and exiting from school, sexual harassment policy, suspension and expulsion policies, dress code and discipline policies.

La Mirada Elementary School places a strong emphasis on safety for students and staff. We review emergency plans frequently. We hold annual training procedures and drills for earthquakes, fire, intruders and bus evacuations according to district requirements. Maintenance staff works with a scheduled preventive program to offset costly repairs. Staff models and reviews safe behaviors and practices with the students regularly. The school safety plan was last reviewed, updated and discussed with the school faculty in January 2025.

✧ Not applicable.

## Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

### Percentage of Students Lacking Materials by Subject

**2024-25 School Year**

Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	✧
Foreign language	✧
Health	✧

## Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

### Currency of Textbooks

**2024-25 School Year**

Data collection date	9/12/2024
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## Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

### Quality of Textbooks

**2024-25 School Year**

Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes



## School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor.

School Facility Good Repair Status		2024-25 School Year
Items Inspected		Repair Status
<b>Systems:</b> Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)		Good
<b>Interior:</b> Interior surfaces (floors, ceilings, walls and window casings)		Good
<b>Cleanliness:</b> Pest/vermin control, overall cleanliness		Good
<b>Electrical:</b> Electrical systems		Fair
<b>Restrooms/fountains:</b> Restrooms, sinks and drinking fountains		Good
<b>Safety:</b> Fire safety, emergency systems, hazardous materials		Good
<b>Structural:</b> Structural condition, roofs		Good
<b>External:</b> Windows/doors/gates/fences, playgrounds/school grounds		Good
<b>Overall summary of facility conditions</b>		Good
<b>Date of the most recent FIT report</b>		10/22/2024

## Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item's repair status, all deficiencies are listed. For all items inspected that were found to not be in "good repair," a work-order has been created and maintenance will be done before the end of the 2024-25 school year. Maintenance items will be prioritized so that student safety is not compromised.

Deficiencies and Repairs		2024-25 School Year
Items Inspected	Deficiencies and Action Taken or Planned	
<b>Interior</b>	Room 22: Ceiling tile stained; Girls RR: Graffiti.	
<b>Electrical</b>	Rooms 7, 15, 23, 24 and Library: Lights burned out; Room 16: Light switch loose, lights out; Room 19: Light out.	

## Parental Involvement

Parents assist the school by volunteering in activities and attending parent meetings. Parents also participate in the School Site Council (SSC) and English Learner Advisory Committee (ELAC).

The community is supportive of the health and well-being of students at La Mirada Elementary School. The San Ysidro School District works with South Bay Community Services (SBCS) and Even Start programs to provide year-round services to parents and children within the community. SBCS services include but are not limited to family and individual counseling, substance abuse, family violence and emergency services. Through Even Start, which focuses on children from birth to age five, the district coordinates services to help parents gain the skills needed to become full partners in the education of their young children. Even Start integrates early-childhood education, adult literacy or adult basic education, and parenting education into a unified family literacy program.

Parents who wish to serve on La Mirada Elementary School's leadership teams may contact the District Parent Advisory Committee (DPAC) representative, Ms. Victoria Quintero at (619)428-4424.

## School Facilities

La Mirada Elementary School provides a safe, clean environment for students, staff and volunteers. The 42,126 square foot campus includes 20 classrooms, originally constructed in 1973, and four relocatable classrooms. The campus also encompasses a cafeteria, library and administrative offices. A turf, updated playground, as well as a game court, serve student recreational activities.

The safety of the students and staff is La Mirada Elementary School's primary concern. All visitors must sign in at the front office and wear identification tags while on school grounds. School staff is on duty during recess, lunch, and before and after school to ensure the safety of all our students. The school's disaster-preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year.

### Cleaning Process

The District Governing Board has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free.

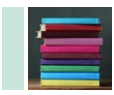
The principal works daily with three custodians to develop sanitation schedules that ensure a clean, safe and functional learning environment.

### Maintenance and Repair

A scheduled maintenance program is administered by La Mirada Elementary School's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by San Ysidro School District to ensure school grounds and facilities remain in excellent repair. A work-order process is used when issues arise that require immediate attention. We give emergency repairs the highest priority; repair requests are completed efficiently and in the order in which they are received. At the time of publication, 100% of the restrooms on campus were in good working order.

### La Mirada Modernization

La Mirada went through a modernization during the months of June to August 2017. Renovations were made in classrooms, bathrooms, the multipurpose room, library and offices. La Mirada also received new furniture and computers. The landscape and parking area are also new. In April 2024, La Mirada installed two new state-of-the-art playgrounds.



## Teacher Preparation and Placement

These tables display the number and percent of teacher authorization/assignment as well as the total number and percent of teaching positions at the school, district and state levels. For questions concerning the assignment of teachers outside their subject area of competence or the credential status of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

Teacher Preparation and Placement					2020-21 School Year	
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	12.0	80.0%	171.8	93.1%	228,366.1	83.1%
<b>Intern Credential Holders Properly Assigned</b>	0.0	0.0%	0.0	0.0%	4,205.9	1.5%
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	0.0	0.0%	1.1	0.6%	11,216.7	4.1%
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	0.0	0.0%	0.8	0.4%	12,115.8	4.4%
<b>Unknown</b>	3.0	20.0%	10.7	5.8%	18,854.3	6.9%
<b>Total Teaching Positions</b>	15.0	100.0%	184.5	100.0%	274,759.1	100.0%

Teacher Preparation and Placement					2021-22 School Year	
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	14.5	87.9%	181.6	92.2%	234,405.2	84.0%
<b>Intern Credential Holders Properly Assigned</b>	0.0	0.0%	1.0	0.5%	4,853.0	1.7%
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	2.0	12.1%	11.1	5.6%	12,001.5	4.3%
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	0.0	0.0%	0.2	0.1%	11,953.1	4.3%
<b>Unknown</b>	0.0	0.0%	3.0	1.6%	15,831.9	5.7%
<b>Total Teaching Positions</b>	16.6	100.0%	197.0	100.0%	279,044.8	100.0%

Teacher Preparation and Placement					2022-23 School Year	
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	21.6	87.8%	179.9	90.8%	231,142.4	83.2%
<b>Intern Credential Holders Properly Assigned</b>	0.0	0.0%	2.0	1.0%	5,566.4	2.0%
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	2.9	12.1%	9.3	4.7%	14,938.3	5.4%
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	0.0	0.0%	0.2	0.1%	11,746.9	4.2%
<b>Unknown</b>	0.0	0.0%	6.5	3.3%	14,303.8	5.2%
<b>Total Teaching Positions</b>	24.5	100.0%	198.1	100.0%	277,697.8	100.0%

Note: The data in these tables 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.

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at <https://www.cde.ca.gov/ds/sp/cl/calpadsupdf/flash201.asp>.

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





## Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

This table displays the number of authorization/assignments of teachers with permits and waivers; misassignments; and vacant positions. For questions concerning the permits, waivers, and misassignment of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

Teachers Without Credentials and Misassignments		Three-Year Data	
Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waiver	0.0	0.0	0.0
Misassignments	0.0	2.0	2.9
Vacant Positions	0.0	0.0	0.0
<b>Total Teachers Without Credentials and Misassignments</b>	0.0	2.0	2.9

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

This table displays the number of credentialed teachers authorized on a permit or waiver and local assignment options. For more information on the definitions listed above, refer to the California Commission on Teacher Credentialing's Administrator's Assignment Manual at <https://www.ctc.ca.gov/credentials/manuals>.

Credentialed Teachers Assigned Out-of-Field		Three-Year Data	
Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.0	0.0	0.0
Local Assignment Options	0.0	0.0	0.0
<b>Total Out-of-Field Teachers</b>	0.0	0.0	0.0

## Class Assignments

This table displays the percentage of misassignments of English learners and teachers with no credential, permit or authorization to teach. Misassignment and vacant teacher position data should be available in the district's personnel office.

Class Assignments		Three-Year Data	
Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0%	12.5%	10.0%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0%	4.1%	0.0%

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at <https://www.cde.ca.gov/ds/sp/cl/calpadsup-dflash201.asp>.

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

## 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.

## Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Ratio of Pupils to Academic Counselors and School Support Staff Data	
2023-24 School Year	
	Ratio
Pupils to Academic counselors	✧
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	0.00
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	1.00
Psychologist	1.00
Social worker	0.71*
Nurse	0.14**
Speech/language/hearing specialist	1.00
Resource specialist (nonteaching)	0.00

✧ Not applicable.

\* 5 Social Workers for the District to support students with mental health programs and provide Educationally Related Mental Health Services.

\*\* 1 District Nurse to oversee all schools and is available for all students.



## Financial Data

The financial data displayed in this SARC is from the 2022-23 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at [www.cde.ca.gov/ds/fd/ec](http://www.cde.ca.gov/ds/fd/ec). For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at [www.cde.ca.gov/ds/fd/cs](http://www.cde.ca.gov/ds/fd/cs). To look up expenditures and salaries for a specific school district, see the Ed-Data website at [www.ed-data.org](http://www.ed-data.org).

## District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

Salary Data		2022-23 Fiscal Year
	San Ysidro SD	Similar Sized District
Beginning teacher salary	\$56,942	\$57,838
Midrange teacher salary	\$85,245	\$90,040
Highest teacher salary	\$112,613	\$118,647
Average elementary school principal salary	\$141,711	\$144,638
Average middle school principal salary	\$140,176	\$148,269
Superintendent salary	\$213,958	\$229,985
Teacher salaries: percentage of budget	33.00%	30.79%
Administrative salaries: percentage of budget	4.00%	5.71%

## Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		2022-23 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
La Mirada ES	\$8,415	\$101,677
San Ysidro SD	\$12,683	\$105,887
California	\$10,771	\$94,129
School and district: percentage difference	-33.7%	-4.0%
School and California: percentage difference	-21.9%	+8.0%

## School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2022-23 Fiscal Year	
Total expenditures per pupil	\$9,003
Expenditures per pupil from restricted sources	\$588
Expenditures per pupil from unrestricted sources	\$8,415
Annual average teacher salary	\$101,677



## Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of December 2024.

## School Accountability Report Card

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