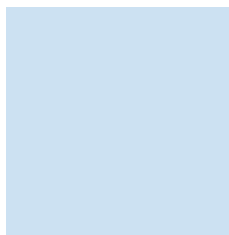


SARC

School Accountability Report Card 2018-19
Published in 2019-20



La Mirada Elementary School

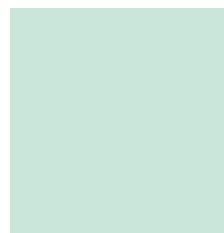
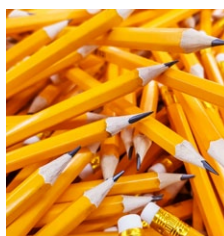
Grades TK-6
CDS Code 37-68379-6089007

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San Ysidro
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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 participants of this community, it is our obligation to instill the belief 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 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 due to 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 Elementary School students will soar to meet new challenges and be prepared to meet all of life's opportunities.

The La Mirada school community soars to great heights in educational excellence by providing a safe, nurturing, and stimulating learning environment that develops responsible, self-directed, and expressive individuals who are contributing members of the community. To reach these heights, all students will participate in an atmosphere of cooperation and trust that creates:

- Acceleration of student achievement
- A balanced curriculum with equal opportunities to learn and excel
- Dignity, respect and esteem for self, one another, and each other's culture and diversity
- Curiosity and motivation for lifelong learning
- Educational opportunities that develop the whole child
- Success-oriented opportunities for parents and the community to participate in the achievement of children

School Vision Statement

La Mirada is a community of lifelong learners that demonstrates the knowledge, skills, and values required for productive global citizenship.



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 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.

The mission of the San Ysidro School District:

Quality education and opportunity for all students to succeed.



#SYSDUnited

School Board

Humberto Gurmilan, President
Antonio Martinez, Vice President
Rudy Lopez, Clerk
Irene Lopez, Member
Rosaleah Pallasigue, Member

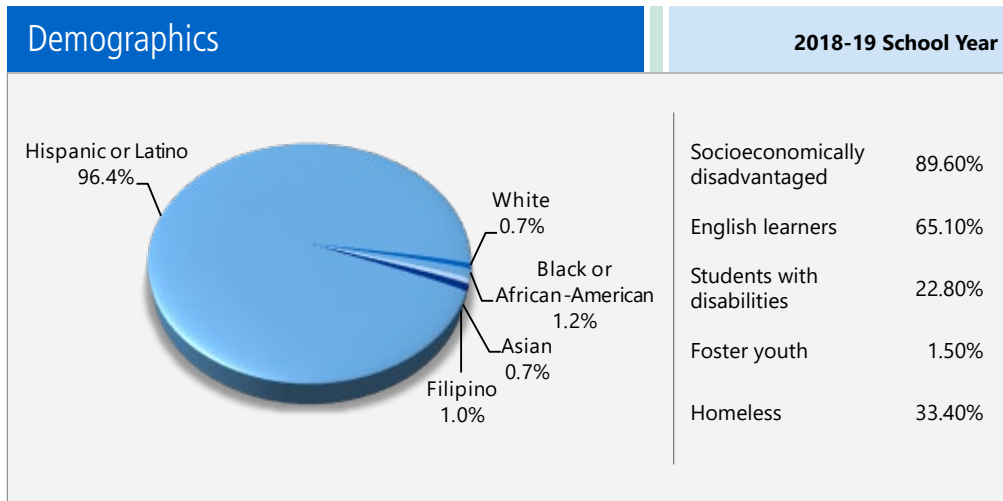


Kindness is our Super Power!



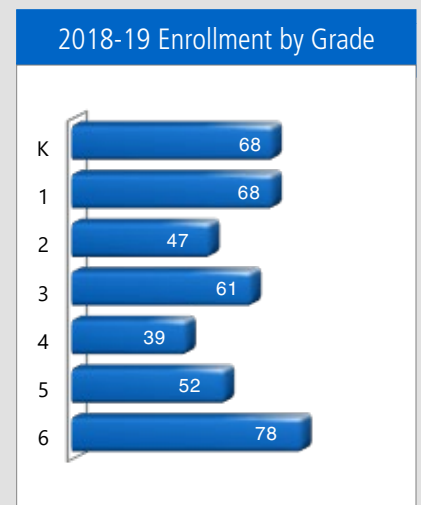
Enrollment by Student Group

The total enrollment at the school was 413 students for the 2018-19 school year. The pie chart displays the percentage of students enrolled in each group.



Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2018-19 school year.



Parental Involvement

Parents assist the school by volunteering in activities and participating in the Parent Teacher Association (PTA). Parents also participate in the School Site Council (SSC), English Learner Advisory Committee (ELAC), District English Learner Advisory Committee (DELAC) and District Parent Advisory Committee (DPAC).

The community is supportive of the health and well-being of students at La Mirada Elementary School. The San Ysidro School District works with the state's Healthy Start and Even Start programs to provide year-round services to parents and children within the community. Healthy Start services include but are not limited to family and individual counseling and referrals for legal issues, substance abuse, family violence and emergency services. Through Even Start, which focuses on children from birth to age 5, 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 participate on La Mirada Elementary School's leadership teams, school committees, school activities or become volunteers may contact La Mirada DELAC representative Jessica Munoz or DPAC representative Frank Coates at 619-428-4424.

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 2020.

Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates			
La Mirada ES			
	16-17	17-18	18-19
Suspension rates	3.0%	2.7%	1.1%
Expulsion rates	0.0%	0.0%	0.0%
San Ysidro SD			
	16-17	17-18	18-19
Suspension rates	4.1%	2.8%	3.6%
Expulsion rates	0.0%	0.0%	0.1%
California			
	16-17	17-18	18-19
Suspension rates	3.6%	3.5%	3.5%
Expulsion rates	0.1%	0.1%	0.1%

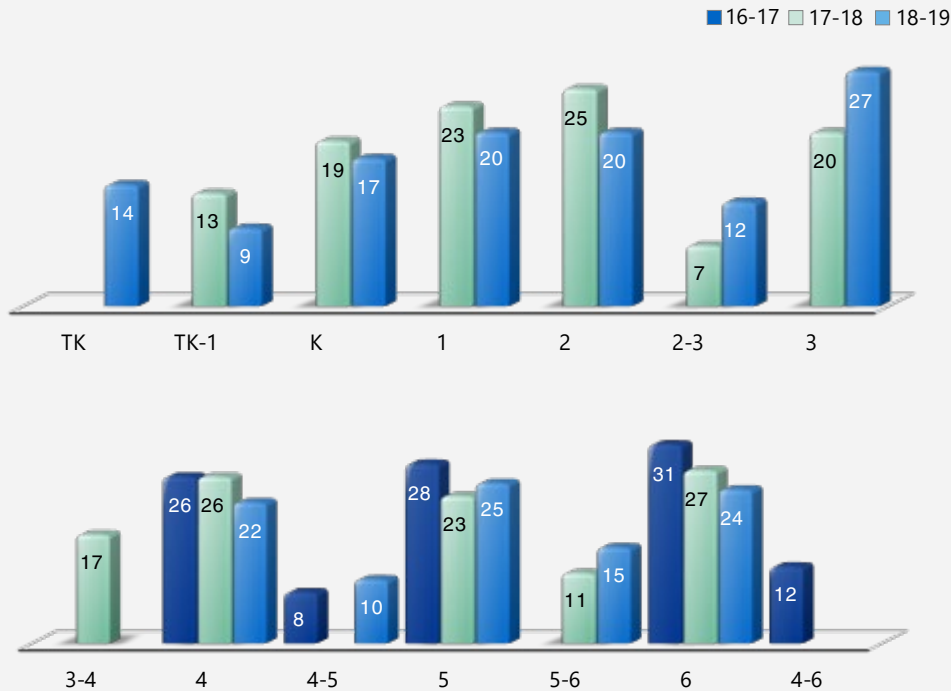


Class Size Distribution

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



Types of Services Funded

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

Federal funds

- Lottery: Unrestricted
- Education Protection Account
- Every Student Success Act (ESSA): Title I, Part A
- Special Ed: IDEA Basic Local Assistance Entitlement
- Special Ed: IDEA Preschool Grants, Part B, Sec 619
- Special Ed: IDEA Preschool Local Entitlement, Part B, Sec 611
- 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, Teacher Quality
- ESSA: Title III, Immigrant Education Program
- ESSA: Title III, Limited English Proficiency (LEP) Student Program

State funds

- Lottery: Instructional Materials
- Special Education: Assembly Bill (AB) 602
- Special Ed: State Mental Health Services
- 21st Century Community Learning Centers (CCLC) and After School Education and Safety (ASES) programs

Number of Classrooms by Size

Three-Year Data

	2016-17			2017-18			2018-19		
Grade	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
TK	★	★	★				1		
TK-1	★	★	★	1			1		
K	★	★	★	4			3		
1	★	★	★		2		3		
2	★	★	★		1		2		
2-3	★	★	★	1			1		
3	★	★	★	1				2	
3-4	★	★	★	1	1				
4		6			1			1	
4-5	1						2		
5		6			3			1	
5-6				1			1		
6		5			3			3	
4-6	1								

★ For the 2016-17 school year, La Mirada Elementary School served students in grades 4-6 only.



CAASPP Test Results in Science for All Students (grades 5, 8 and high school)

The California Science Test (CAST) was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Percentage of Students Scoring at Proficient or Advanced					Two-Year Data	
	La Mirada ES		San Ysidro SD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
Science	✧	✧	✧	✧	✧	✧

CAASPP Test Results in ELA and Mathematics for All Students (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts (ELA)/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	La Mirada ES		San Ysidro SD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
English language arts/literacy	23%	31%	40%	41%	50%	51%
Mathematics	10%	22%	29%	31%	38%	40%

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. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

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 meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

California Physical Fitness Test		2018-19 School Year
Percentage of Students Meeting Fitness Standards		La Mirada ES
		Grade 5
Four of six standards		17.3%
Five of six standards		13.5%
Six of six standards		0.0%

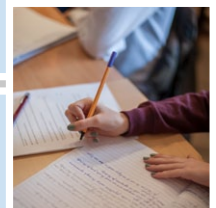
California Assessment of Student Performance and Progress (CAASPP)

For the 2018–19 school year, the CAASPP consists of several key components, including:

California Alternate Assessments (CAA) test includes both ELA/literacy and mathematics in grades 3–8 and 11. The CAA is given to those students with the most significant cognitive disabilities whose current individualized education program (IEP) designates an alternate assessment.

Smarter Balanced Assessments include ELA/literacy and mathematics in grades 3–8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.



CAASPP by Student Group: English Language Arts and Mathematics

The table on the following page displays the percentage of students that met or exceeded state standards in English language arts/literacy and mathematics for the school by student groups for grades 3–6.

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.

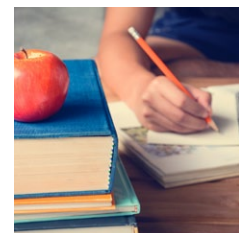
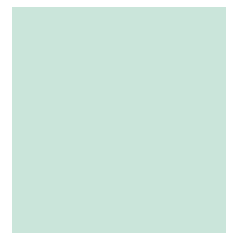
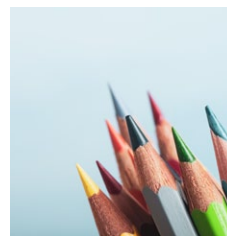
Note: The number of students tested includes all students who participated in the test whether they received a score or not. However, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only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



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

Percentage of Students Meeting or Exceeding State Standards					2018-19 School Year
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	226	217	96.02%	3.98%	30.88%
Male	121	116	95.87%	4.13%	25.00%
Female	105	101	96.19%	3.81%	37.62%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	216	207	95.83%	4.17%	30.43%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	202	195	96.53%	3.47%	29.59%
EVER English learner	168	162	96.42%	3.58%	30.86%
English learners	136	130	95.59%	4.41%	18.46%
Students with disabilities	61	60	98.36%	1.64%	1.67%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	70	69	98.57%	1.43%	27.54%

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

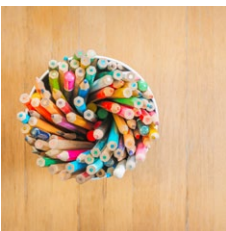
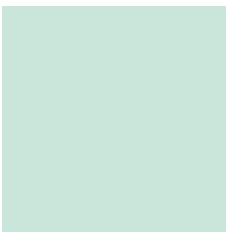




CAASPP Results by Student Group: Mathematics (grades 3-6)

Percentage of Students Meeting or Exceeding State Standards					2018-19 School Year
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	227	225	99.12%	0.88%	22.22%
Male	122	122	100.00%	0.00%	18.03%
Female	105	103	98.10%	1.90%	27.18%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	217	215	99.08%	0.92%	21.86%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	203	201	99.01%	0.99%	20.89%
EVER English learner	169	169	100.00%	0.00%	23.07%
English learners	137	137	100.00%	0.00%	16.06%
Students with disabilities	62	62	100.00%	0.00%	1.61%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	70	69	98.57%	1.43%	20.29%

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested 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, 2019, determining sufficiency of instructional materials at all schools in 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			2019-20 School Year
Subject	Textbook	Adopted	
Reading/language arts	Benchmark Advance (English for K-6), Adelante (Spanish K-6 for Dual Language)	2018	
Reading/language arts	Benchmark Steps to Advance (2-6 SDC)	2018	
English Language Development	Benchmark Advance (K-6)	2018	
Mathematics	My Math, McGraw-Hill (K-5)	2017	
Mathematics	SpringBoard, College Board (6)	2017	
Science/Health	California Science, Macmillan/McGraw-Hill (K-5)	2008	
Science/Health	California Focus on Earth Science, Prentice Hall (6)	2008	
History/Social Science	California Vistas, Macmillan/McGraw-Hill (K-6)	2007	

Quality of Textbooks

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

Quality of Textbooks		2019-20 School Year
Criteria	Yes/No	
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes	
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes	
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes	

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 first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

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	
2019-20 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	
2019-20 School Year	
Data collection date	9/12/2019





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		2019-20 School Year
Items Inspected		Repair Status
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)		Good
Interior: Interior surfaces (floors, ceilings, walls and window casings)		Good
Cleanliness: Pest/vermin control, overall cleanliness		Good
Electrical: Electrical systems		Good
Restrooms/fountains: Restrooms, sinks and drinking fountains		Fair
Safety: Fire safety, emergency systems, hazardous materials		Good
Structural: Structural condition, roofs		Good
External: Windows/doors/gates/fences, playgrounds/school grounds		Poor
Overall summary of facility conditions		Good
Date of the most recent school site inspection		9/10/2019
Date of the most recent completion of the inspection form		9/10/2019



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.

Deficiencies and Repairs		2019-20 School Year
Items Inspected	Deficiencies and Action Taken or Planned	Date of Action
Cleanliness	Boys bathroom 8/10: Infestation; Room 23: Data molding loose. Work order submitted	October 2019
Electrical	Room 21: Light burn out ceiling; Men's & Women's trailer restroom: Blank covers missing. Work order submitted	October 2019
Restrooms/fountains	Room 9: Water fountain w/too much pressure; Rooms 31 and 12: Loose water fountain; Room 1: Low pressure; Room 7: Missing water fountain button/low pressure; Room 6: Fountain out button too tight; Girls bathroom 8/10: Missing light trim and motion sensor trim; Room 21: Ceiling tile stained; Room 23: Blank cover missing/wallpaper. Work order submitted	October 2019
Safety	Room 1: Cleaner under sink has been removed.	September 2019
Structural	Room 20: Structural damage. Work order submitted	October 2019
External	Boys bathroom 8/10: Door vents broken; Playgrounds: Beige/Blue, Red/Blue & Kinder: Have deficiencies. Work order submitted	October 2019

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 and sand area, 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 and parent volunteers are 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 percent 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 is also new.





Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information		Three-Year Data		
	San Ysidro SD	La Mirada ES		
Teachers	19-20	17-18	18-19	19-20
With a full credential	205	20	22	16
Without a full credential	3	0	0	1
Teaching outside subject area of competence (with full credential)	1	0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note that total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions		Three-Year Data		
		La Mirada ES		
Teachers		17-18	18-19	19-20
Teacher misassignments of English learners		0	0	0
Total teacher misassignments		0	0	0
Vacant teacher positions		3	0	0

Professional Development

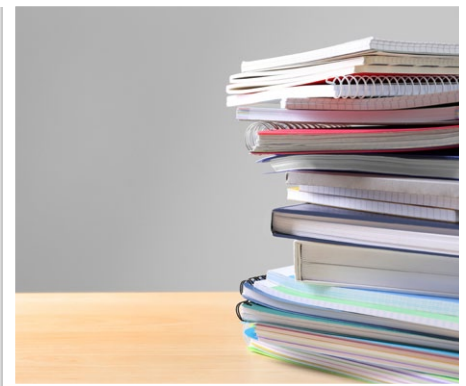
All curriculum and instructional improvement activities at San Ysidro School District are aligned to the California Common Core State Standards and frameworks. The district professional-development program provides opportunities for teachers and support staff to implement the district's core curriculum 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 Collaboration; Data Reflection Sessions as well as various conferences and workshops, such as the Kagan Collaboratives, Project Lead The Way (PLTW), EdTechTeacher, NGSS Academies, CAASPP Institutes and AVID teacher training.

Professional Development Days		Three-Year Data		
		2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement		45	40	40

✧ Not applicable.

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



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).

Academic Counselors and School Support Staff Data	
2018-19 School Year	
	Ratio
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	0.75
Social worker	0.00
Nurse	0.14*
Speech/language/hearing specialist	1.00
Resource specialist (nonteaching)	0.00



Financial Data

The financial data displayed in this SARC is from the 2017-18 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. 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. To look up expenditures and salaries for a specific school district, see the Ed-Data website at 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		2017-18 Fiscal Year
	San Ysidro SD	Similar Sized District
Beginning teacher salary	\$50,877	\$49,378
Midrange teacher salary	\$76,166	\$77,190
Highest teacher salary	\$100,619	\$96,607
Average elementary school principal salary	\$134,313	\$122,074
Average middle school principal salary	\$128,059	\$126,560
Superintendent salary	\$198,686	\$189,346
Teacher salaries: percentage of budget	28%	36%
Administrative salaries: percentage of budget	5%	6%

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		2017-18 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
La Mirada ES	\$6,711	\$82,244
San Ysidro SD	\$10,649	\$84,290
California	\$7,507	\$77,619
School and district: percentage difference	-37.0%	-2.4%
School and California: percentage difference	-10.6%	+6.0%

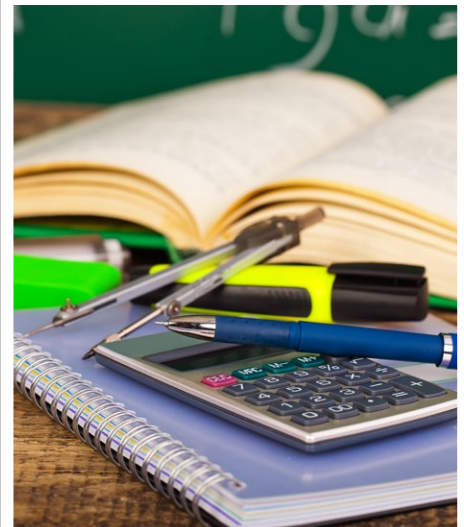
Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.cde.ca.gov/dataquest>. 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 2019.

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	
2017-18 Fiscal Year	
Total expenditures per pupil	\$7,282
Expenditures per pupil from restricted sources	\$571
Expenditures per pupil from unrestricted sources	\$6,711
Annual average teacher salary	\$82,244



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.

School Accountability Report Card

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