

La Mirada High School

13520 Adelfa Drive • La Mirada, CA 90638 • (562) 868-0431 • Grades 9-12

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2013-14 School Accountability Report Card Published During the 2014-15 School Year



Norwalk-La Mirada Unified School District

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Norwalk, CA 90650
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District Governing Board

Margarita L. Rios Board President
Jesse Urquidi Board Vice President
Darryl R. Adams Board Member
Karen Morrison Board Member
Chris Pflanzler Board Member
Sean M. Reagan Board Member
Ana Valencia Board Member

District Administration

Dr. Ruth Perez
Superintendent
Dr. Albert Clegg
**Assistant Superintendent -
Educational Services**
Estuardo Santillan
**Assistant Superintendent, Business
Services**
Wayne Shannon
**Assistant Superintendent, Human
Resources**

School Description

La Mirada High School has a rich tradition of academic excellence. For over 50 years we have been sending our students to colleges and universities of their choice and preparing them for careers in the workforce. The Matador Scholar Academy (MSA) continues to provide a learning community that offers an honors/Advanced Placement (AP) path for those students who want to be challenged academically, well prepared for college, and who wish to earn college credit while still in high school. New AP courses are added on a regular basis with the most recent additions being AP Computer Science and AP Studio Art 3D. Our four academies also provide enrichment activities and specific academic focus to help students thrive in the high school setting. The APPLE academy prepares students for careers with children and the ACE academy provides future business leaders/entrepreneurs focused coursework and experiences in a global, competitive society. La Mirada has been awarded two additional grants that fund our newer Engineering and VAPA (Visual and Performing Arts) academies. Engineering students are focused on careers within the fields of math and science and VAPA students are provided a curriculum rich with art, dance, visual and performing arts, world music, video productions and graphic design. Our extracurricular activities, internships and clubs enrich our student lives and help them thrive in high school. We continue to provide a competitive and successful athletic program. Student athletes compete on twelve different teams, including football, baseball, wrestling, girls' softball, girls and boys' volleyball, soccer, basketball, track, tennis, and swimming at league, CIF, and state levels.

Despite state-wide challenges in rapidly decreasing enrollment, La Mirada continues to experience an increase in enrollment. To meet this challenge, our plan is to increase the scope of our academic classes as well as enhance Regional Occupational Program (ROP) offerings for students entering the workforce upon graduation. Parents, as well as the community at large, are vital to the success of all of our endeavors, and we invite you to join us for a new year of growth and accomplishment.

About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school at (562) 868-0431.

2013-14 Student Enrollment by Grade Level

Grade Level	Number of Students
Gr. 9	581
Gr. 10	606
Gr. 11	541
Gr. 12	506
Total	2,234

2013-14 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.4
American Indian or Alaska Native	0.2
Asian	4.7
Filipino	3.8
Hispanic or Latino	63.6
Native Hawaiian/Pacific Islander	1.0
White	21.9
Two or More Races	1.6
Socioeconomically Disadvantaged	51.7
English Learners	2.1
Students with Disabilities	9.8

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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.

Teacher Credentials

La Mirada High School	12-13	13-14	14-15
Fully Credentialed	92	86	92
Without Full Credential	6	1	1
Teaching Outside Subject Area of Competence	16	0	0
Norwalk-La Mirada Unified School District	12-13	13-14	14-15
Fully Credentialed	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School

La Mirada High School	12-13	13-14	14-15
Teachers of English Learners	1	1	1
Total Teacher Misassignments	0	0	
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	91.72	8.28
Districtwide		
All Schools	93.95	6.05
High-Poverty Schools	93.90	6.10
Low-Poverty Schools	95.05	4.95

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

All textbooks meet the content standards for each of their curricular areas. These materials are supplemented with instructional materials aligned with the California Common Core State Standards.

Textbooks and Instructional Materials	
Year and month in which data were collected: 2014	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	Grades 9-12 English-language Arts: Holt McDougal –Literature Language Arts, adopted 2003 and Common Core aligned Supplemental materials
Mathematics The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	Grades 9-12 Mathematics: Houghton Mifflin – Common Core Integrated Math 1, Geometry, Algebra 2, and Pre Calculus, all adopted 2014
Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	Grades 9-12 Science: Holt McDougal – Earth Science, Pearson Prentice Hall – Biology, Pearson Prentice Hall – Chemistry, and Holt McDougal – Physics, all adopted 2007
History-Social Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	Grades 9-12 Social Science: Holt McDougal – The Americas, Holt McDougal – Modern World History: Patterns of Interaction, Pearson Prentice Hall – Magruger’s American Government, and Holt McDougal – People, Places & Change Geography & Cultures, all adopted 2006

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected:				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[]	[]	[]	
Interior: Interior Surfaces	[]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[]	[]	[]	
Electrical: Electrical	[]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[]	[]	[]	
Structural: Structural Damage, Roofs	[]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[]	[]	
Overall Rating	Exemplary	Good	Fair	Poor
	[]	[]	[]	[]

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

CAASPP Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	57	63	57	53	56	55	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

STAR Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	56	57	61	52	54	54	54	56	55
Math	26	26	22	46	47	48	49	50	50
HSS	54	53	53	41	41	44	48	49	49

* STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	7	6	6
Similar Schools	4	2	3

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Grade Level

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	23.7	23.7	28.0

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2013-14 CAASPP Results by Student Group

Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	55
All Student at the School	57
Male	60
Female	53
Black or African American	36
American Indian or Alaska Native	
Asian	75
Filipino	68
Hispanic or Latino	52
Native Hawaiian/Pacific Islander	
White	72
Two or More Races	
Socioeconomically Disadvantaged	51
English Learners	17
Students with Disabilities	32
Students Receiving Migrant Education Services	44

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

API Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	11	3	-1
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	14	3	-2
Native Hawaiian/Pacific Islander			
White	16	1	3
Two or More Races			
Socioeconomically Disadvantaged	16	20	0
English Learners	-41	22	-3
Students with Disabilities	7	41	-15

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement

We have many opportunities for parents to participate in the life of La Mirada High School. Traditional methods of parent involvement include PTSA, English Learners Advisory Committee (ELAC) and School Site Council (SSC). Other parent involvement opportunities include the Link Crew Committee that organizes special events for incoming ninth graders, a Graduation Committee, and a large number of booster clubs for our athletic teams and band. The Matador Scholar Booster Club was founded in 2012. The purpose of this group is to support our AP and Honors level students as well as students in the VAPA program. The PTSA works with our counselors to organize College Information Nights for parents and students. A group of parents write news articles for the parent newsletter, and all parents are encouraged to attend Back-to-School Night in the fall and Open House in the spring. We always need new volunteers! To find out more about becoming involved at our school, call the school office at (562) 868-0431, Ext. 3979.

State Priority: School Climate

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

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

School Safety Plan

The site administrators and our campus security monitor the grounds for half an hour before classes begin, throughout the entire school day, and for one hour after dismissal. A sheriff's deputy is stationed at LMHS and serves all the schools in the City of La Mirada. She is a welcome resource, and serves in the capacity of adviser to the school and as a liaison with the city of La Mirada. This relationship has greatly reduced the incidence of violence and drug possession at our school. La Mirada High School is a closed campus, and visitors must sign in at the office before entering campus. The School Safety Plan is revised annually by a committee that consists of school administration, teachers, support staff, school security, the school deputy, students and parents. The plan includes procedures for emergencies, exit routes, and inventories of emergency supplies. We make the plan available on our school website and keep copies in the office for our parents. This plan is also shared with all staff during a school wide staff meeting. We practice regular emergency drills and hold trainings for staff on emergency preparedness. Recently, cameras were installed to monitor vandalism and theft. These deterrents have help reduce the acts of vandalism on campus, especially in the area of graffiti.

Suspensions and Expulsions

School	11-12	12-13	13-14
Suspensions Rate	6.9	10.7	4.4
Expulsions Rate	0.1	0	0.1
District	11-12	12-13	13-14
Suspensions Rate	5	5.7	3.6
Expulsions Rate	0.1	0	0.1
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall	No	
Met Participation Rate: English-Language Arts	Yes	
Met Participation Rate: Mathematics	Yes	
Met Percent Proficient: English-Language Arts	No	
Met Percent Proficient: Mathematics	No	
Met API Criteria	Yes	

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2009-2010
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		16
Percent of Schools Currently in Program Improvement		94.1

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	5
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist	4
Other	
Average Number of Students per Staff Member	
Academic Counselor	425

* 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.

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
English	30.3	31	29	10	15	20	8	11	16	29	49	43
Math	30.7	28	30	5	17	14	18	19	19	23	32	33
Science	31.7	30	30	2	7	8	9	16	16	14	28	30
SS	29.2	30	29	5	12	18	12	27	19	17	30	35

* 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.

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,764	\$41,318
Mid-Range Teacher Salary	\$69,406	\$65,615
Highest Teacher Salary	\$91,049	\$84,981
Average Principal Salary (ES)	\$117,028	\$107,624
Average Principal Salary (MS)	\$120,045	\$112,817
Average Principal Salary (HS)	\$120,189	\$121,455
Superintendent Salary	\$205,000	\$206,292
Percent of District Budget		
Teacher Salaries	39	40
Administrative Salaries	5	5

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	9118.62	2909.82	6208.80	70201.31
District	♦	♦	6057.23	\$72,884
State	♦	♦	\$4,690	\$69,360
Percent Difference: School Site/District			2.5	-3.7
Percent Difference: School Site/ State			32.4	1.2

Types of Services Funded at La Mirada High School

Professional Development provided for Teachers at La Mirada High School

The focus of staff development at La Mirada High School falls under the following five categories: Common Core Implementation, Common Instructional Strategies, CAHSEE Intervention, Linked Learning and Advanced Placement Training. Common Core Implementation training is being implemented by a site team of teachers. This team consists of administration, a representative from the math, language arts, science and social science departments. As well as a career technical education teacher and a technology expert. The purpose of this team is to prepare our staff for the implementation of the new common core standards and to make sure we are prepared to administer the SBAC during the assigned testing window. Based on recommendations from our 2012 WASC visit, LMHS has developed three common instructional strategies: Focused note taking (Cornell Notes), summarization strategies (GIST) and Close Reading. These strategies have helped our students become more organized and better prepared for post secondary education. La Mirada High School's graduation rate is 97% and we attribute this to the hard work of our students and teachers. The majority of our students pass the CAHSEE on the first attempt (88% ELA and 89% Math). The LA 10 teachers work together during late start faculty meetings to design CAHSEE Prep lessons. These lessons are based on released CAHSEE questions and writing prompts. For the approximately 12% of students who do not pass on the initial attempt CAHSEE intervention programs have been designed by our language arts and math teachers. La Mirada High School is excited to be involved in the Linked Learning program that prepares students for both college and the workforce. We are in the initial research and planning stages of this program and look forward to fully implementing linked learning throughout our campus. Finally, Advanced Placement professional development is ongoing. LMHS offers 20 AP courses and requires that teachers of these courses be trained on a regular basis. The results of these trainings are evident in our AP results. The majority of our AP classes have shown steady growth over the past 3 years.

The methods of these professional developments occur in one of three ways: Late Start meetings - LMHS schedules two late start meetings a month. The majority of staff development takes place during late start meetings. After School professional development - teachers are often paid to attend after school trainings to discuss effective instructional strategies, especially in the area of common core implementation and CAHSEE intervention. Conference Attendance - the most often used professional development for advanced placement and linked is conference attendance.

2013-14 California High School Exit Examination Grade Ten Results by Student Group

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	48	25	28	39	42	19
All Students at the School	37	27	36	33	44	23
Male	43	28	30	29	45	26
Female	31	26	43	37	44	19
Black or African American	46	23	31	69	23	8
American Indian or Alaska Native						
Asian	28	17	56	6	28	67
Filipino	19	27	54	12	35	54
Hispanic or Latino	42	29	29	38	43	19
Native Hawaiian/Pacific Islander						
White	26	19	56	21	55	24
Two or More Races						
Socioeconomically Disadvantaged	43	27	29	39	44	17
English Learners	88	12		58	33	8
Students with Disabilities	90	6	4	67	23	10
Students Receiving Migrant Education Services	37	16	47	32	42	26

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced			
La Mirada High School	2011-12	2012-13	2013-14
English-Language Arts	64	64	63
Mathematics	61	62	67
Norwalk-La Mirada Unified School	2011-12	2012-13	2013-14
English-Language Arts	50	53	39
Mathematics	51	55	44
California	2011-12	2012-13	2013-14
English-Language Arts	56	57	56
Mathematics	58	60	62

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Completion of High School Graduation Requirements			
Group	Graduating Class of 2013		
	School	District	State
All Students	95.54	86.32	84.56
Black or African American	95.45	79.49	75.90
American Indian or Alaska Native	0.00	100.00	77.82
Asian	89.47	82.76	92.94
Filipino	100.00	94.00	92.20
Hispanic or Latino	96.60	86.29	80.83
Native Hawaiian/Pacific Islander	100.00	88.89	84.06
White	95.86	88.41	90.15
Two or More Races	100.00	95.83	89.03
Socioeconomically Disadvantaged	95.11	83.35	82.58
English Learners	63.64	49.01	53.68
Students with Disabilities	67.92	54.11	60.31

Dropout Rate and Graduation Rate			
La Mirada High School	2010-11	2011-12	2012-13
Dropout Rate (1-year)	1.9	1.1	1.0
Graduation Rate	96.69	97.41	97.14
Norwalk-La Mirada Unified School	2010-11	2011-12	2012-13
Dropout Rate (1-year)	4.8	3.8	3.1
Graduation Rate	90.03	92.43	93.97
California	2010-11	2011-12	2012-13
Dropout Rate (1-year)	14.7	13.1	11.4
Graduation Rate	77.14	78.87	80.44

2013-14 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	♦
English	2	♦
Fine and Performing Arts	1	♦
Foreign Language	4	♦
Mathematics	4	♦
Science	2	♦
Social Science	11	♦
All courses	25	0.5

* Where there are student course enrollments.

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2013-14 Enrollment in Courses Required for UC/CSU Admission	77.76
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	41.44

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	1516
% of pupils completing a CTE program and earning a high school diploma	94.88%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

Career Technical Education Programs

Pathways: Visual and Performing Arts, Engineering, Academy of Commerce and Entrepreneurship, Welding, Academy of Preparing Prospective Leaders in Education, Medical

Other Courses: Green Construction/Wood, Accounting, Finance, CSI Forensics, Photo Editing, Graphic Design,