

**Loara High School**  
**School Accountability Report Card**  
**Reported Using Data from the 2013-14 School Year**  
**Published During 2014-15**

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 principal or the district office.

**About This School**

**Contact Information (Most Recent Year)**

School Contact Information	
School Name	Loara High School
Street	1765 West Cerritos Avenue
City, State, Zip	Anaheim, CA 92804-6103
Phone Number	(714) 999-3677
Principal	John Briquetelet
E-mail Address	briquetelet_jo@auhsd.us
Web Site	<a href="http://www.auhsd.us/loara">www.auhsd.us/loara</a>
CDS Code	30664313033784

District Contact Information	
District Name	Anaheim Union High School District
Phone Number	(714) 999-3511
Superintendent	Michael B. Matsuda
E-mail Address	<a href="mailto:webmaster@auhsd.us">webmaster@auhsd.us</a>
Web Site	<a href="http://www.auhsd.us">www.auhsd.us</a>

## School Description and Mission Statement (Most Recent Year)

---

Loara High School was established in 1962. It is located in Anaheim, Ca. and is one of 8 comprehensive high schools in the Anaheim Union High School District. The school currently has an enrollment of 2384 students, a slight decrease from 2012-13. The Hispanic/Latino student population has increased by 3% from 73% in 2012-13 to 76% in 2013-14. The white population has decreased from 11% to 9% during this same time period. The Asian population has shown a slight increase from 9% to 11%. Currently, approximately 5% of Loara's population are served by the RSP program and another 5% participates in the SDC program. The honors/Advanced Placement Program serves approximately 15% of the school's population and the AVID program serves roughly 5%.

The current staff of Loara High School is comprised of 93 teachers, 51 classified staff, four counselors, three assistant principals, an RtI2 Coordinator, and a principal. All major ethnic groups are represented within the staff ethnic breakdown, but not at percentages representative of the student population. The staff is 74% White and 13% Hispanic with the proportion of other ethnicities being similar to those of the student population.

The school is in its seventh year of being designated a Title I School and this program serves 100% of the student population. Loara has not met its API or AYP target for the past eight years, but has continued to make improvement in a variety of areas over the past several years. Most noteworthy are the increases in A-G completion rates and graduation rates and the decrease in student discipline referrals.

Loara High School has an active PTSA and booster clubs that support student activities. Parents are active participants in the School Site Council, WASC Committees, ELAC, DELAC, Coffee with the Principal, and other school committees. The school maintains relationships with a number of community and business organizations. Some noteworthy relationships include Cal State Fullerton, UC Irvine, Union Bank, Temple Beth Emeth Synagogue, Toyota of Orange, Kia Motors, and Warner Brothers Studio.

Loara High School offers its students myriad opportunities and programs to ensure their continued academic growth and post-secondary success, including AVID, CTE Coursework and Pathways (Media Production & Managerial Arts, Child Development, Education, Therapeutic Services, Legal and Government Services, Media Support Services, Protective Services, and Automotive), Honors and Advanced Placement Coursework, English Language Development, and Special Education.

Loara High School provides students with a safe, welcoming, and encouraging learning environment combined with an outstanding educational program. Provision of rigorous and relevant academic coursework ensures that our students earn their high school diploma and gain access to a wide range of college and career opportunities after graduation. Ultimately, Loara provides the instruction and support necessary for the development of students' 21st Century Skills--critical thinking, communication, collaboration, and creativity--and these are essential to our students becoming concerned, involved, and productive members of a global society.

### Expected Schoolwide Learning Results (ESLRs)

Loara High School will prepare its graduates to be:

Academic Achievers who apply the following skills to meet or exceed California State Standards in all subject areas by

- Reading with comprehension
- Writing with clarity
- Solving mathematical/logical problems

Critical Thinkers who solve problems by

- Applying academic knowledge to real-world situations
- Using logical and effective decision-making processes

Collaborative Workers who function within and beyond the classroom to

- Communicate within various social structures and diverse settings
- Contribute effectively in various group roles

Effective Communicators who

- Listen and comprehend information
- Speak with confidence within a group and to an audience

Technology Users who employ technology to

- Enhance learning
- Create, maintain, and present information
- Solve real-world problems

To ensure that we continue to provide students with the best possible educational program, and thereby ensure that they reach their academic potential, Loara High School operates under six dynamic theories of action:

- 1) If we teach students to engage in the Habits of Mind, develop their skills in Conley’s Four Keys and the Four Cs of P21, and provide them with rigorous, standards-based instruction in high interest STEAM coursework, we will promote all students graduating college and career ready.
- 2) If we collaborate within PLCs to engage fully in the Cycle for Effective Instruction, we will infuse our classrooms with appropriate rigor, greater relevance, and positive relationships.
- 3) If we study and implement research-proven instructional strategies with fidelity, we will improve our instructional efficacy and enhance student performance.
- 4) If we continuously monitor and assess our instructional efforts through the collection and analysis of timely and relevant data, we will more effectively design and refine instruction and interventions for all three tiers of the Response to Instruction and Interventions (RtI2) model and optimize our use of vital material, fiscal and human resources.
- 5) If we provide students, parents and staff with a safe, orderly and welcoming school environment, we will improve their sense of security, feelings of connectedness, and ability to improve academic achievement.
- 6) If we improve communication between stakeholders regarding student progress and encourage participation in the education process, we will strengthen our efforts to ensure student success.

**Student Enrollment by Grade Level (School Year 2013-14)**

Grade Level	Number of Students
Grade 9	615
Grade 10	632
Grade 11	643
Grade 12	591
<b>Total Enrollment</b>	<b>2,481</b>

**Student Enrollment by Group (School Year 2013-14)**

Group	Percent of Total Enrollment
Black or African American	2.2
American Indian or Alaska Native	0.4
Asian	8.2
Filipino	2.6
Hispanic or Latino	75.7
Native Hawaiian or Pacific Islander	0.5
White	9.1
Two or More Races	1.3
Socioeconomically Disadvantaged	80.2
English Learners	25.2
Students with Disabilities	10.6

## 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

Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
<b>With Full Credential</b>	103	100	94	1327
<b>Without Full Credential</b>	0	0	0	0
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	0	7	5	

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
<b>Misassignments of Teachers of English Learners</b>	0	0	1
<b>Total Teacher Misassignments *</b>	0	7	5
<b>Vacant Teacher Positions</b>	0	0	0

Note: "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 (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>This School</b>	100.00	0.00
<b>All Schools in District</b>	99.98	0.02
<b>High-Poverty Schools in District</b>	99.98	0.02
<b>Low-Poverty Schools in District</b>	100.00	0.00

Note: 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)

**Year and month in which data were collected:** July 2008

All content subject areas utilize standards-aligned, State and District adopted textbooks and instructional materials. Teachers have input into the textbook selection process at the district-level through an established curriculum cycle. Teachers are given in-depth training on the instructional materials and the ancillary materials that accompany the basic textbook material. Ancillary materials support both the language needs and the learning needs of students.

This information was collected in November 2012.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	English language arts textbooks were adopted in 2002-03: Prentice Hall Timeless Voices, Timeless Themes (Gold, Platinum, American, British). Multiple core novels and/or non-fiction books or texts are assigned to students according to grade-level curriculum. All students have their own copy of these novels and texts.	Yes	0
<b>Mathematics</b>	Mathematics textbooks were adopted in 2007-08. Course appropriate, standards-based textbooks were chosen for each mathematics course. Students have access to classroom sets of textbooks.	Yes	0
<b>Science</b>	Science textbooks were adopted in 2006-07. There is one textbook available per student.	Yes	0
<b>History-Social Science</b>	History/Social science textbooks were adopted in 2005-06. There is one textbook available per student.	Yes	0
<b>Foreign Language</b>	Foreign language textbooks were adopted in 2003-04. There is one textbook available per student.	Yes	0
<b>Health</b>	Health textbooks were adopted in 2004-05. Students have access to classroom sets of textbooks.	Yes	0
<b>Visual and Performing Arts</b>	Visual and performing arts students have access to course appropriate textbooks and instructional materials.	Yes	0
<b>Science Laboratory Equipment (grades 9-12)</b>	All science labs at Loara High School have the following equipment: tables with chemical-resistant tops, stools at lab tables, white boards/chalk boards for demonstrations, one complete set of glassware per classroom, linear measuring devices (meter sticks, 12"/6" rulers, etc.), course appropriate charts, hot plates, triple-beam and/or top-loading balances, thermometers, overhead projector, LCD projector, ELMO projector, VCR/DVD player, and laserdisc player. Most labs have additional equipment appropriate for the courses being taught in the room.	Yes	0

### School Facility Conditions and Planned Improvements (Most Recent Year)

Loara High School opened in 1963. The 39.6 acre site includes 60 regular classrooms and a number of portable classrooms. There are 27 labs, which are designed for specific programs (i.e. computer labs, science labs, choral music room, etc.) The site also contains an auditorium, a library/media center, a gym and pool facility, and a variety of sports fields.

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

**Cleaning Process and Schedule:** The District's Board of Trustees has adopted cleaning standards for all schools. The administration works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. All classrooms and restrooms are cleaned daily and deep cleaning, such as waxing of floors and painting, takes place during times when students are not in classes. Students, parents, and staff are encouraged to report any objectionable conditions via a uniform complaint procedure.

Loara High School recently underwent an extensive construction and modernization project. The estimated total budget was \$3 million. The project included new classrooms, pavers in the entire quad area, seating walls and benches, new landscaping, an outside stage area, and new lights for the quad.

The most recent site inspection was completed on November 19, 2014.

**School Facility Good Repair Status (Most Recent Year)**

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: November, 2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	
<b>Interior:</b> Interior Surfaces	[ ]	[ ]	[X]	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	
<b>Electrical:</b> Electrical	[ ]	[ ]	[X]	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	
<b>Safety:</b> Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	
<b>Structural:</b> Structural Damage, Roofs	[X]	[ ]	[ ]	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	

**Overall Facility Rating (Most Recent Year)**

Overall Rating	Exemplary	Good	Fair	Poor
	[ ]	[X]	[ ]	[ ]

## 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.

### California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
<b>Science (grades 5, 8, and 10)</b>	50	46	50	64	62	62	60	59	60

Note: Science 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.

### California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
<b>All Students in the LEA</b>	62
<b>All Student at the School</b>	50
<b>Male</b>	52
<b>Female</b>	48
<b>Black or African American</b>	31
<b>American Indian or Alaska Native</b>	
<b>Asian</b>	61
<b>Filipino</b>	61
<b>Hispanic or Latino</b>	48
<b>Native Hawaiian or Pacific Islander</b>	
<b>White</b>	53
<b>Two or More Races</b>	
<b>Socioeconomically Disadvantaged</b>	48
<b>English Learners</b>	23
<b>Students with Disabilities</b>	68
<b>Students Receiving Migrant Education Services</b>	

Note: 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.

### Standardized Testing and Reporting 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		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	38	44	46	49	54	52	54	56	55
Mathematics	28	27	25	35	37	35	49	50	50
History-Social Science	40	38	37	49	51	50	48	49	49

Note: 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	4	4	4
Similar Schools	6	6	6

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

### Academic Performance Index Growth by Student Group (Three-Year Comparison)

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	1	6	0
Black or African American			
American Indian or Alaska Native			
Asian	5	-8	-18
Filipino			
Hispanic or Latino	-1	13	3
Native Hawaiian/Pacific Islander			
White	8	-4	-6
Two or More Races			
Socioeconomically Disadvantaged	-4	8	7
English Learners	-2	14	0
Students with Disabilities	-10	0	2

Note: "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.

### Career Technical Education Programs (School Year 2013-14)

Loara High School has nine career pathways that represent several industries, which suit the needs, interests, and demands of its diverse student body. During the 2013-14 school year, courses were offered in the following career industries: Arts, Media & Entertainment; Education, Child Development, and Family Services; Business & Finance; Health Science & Medical Technology; Information Technology; Public Services; and Transportation.

### Career Technical Education Participation (School Year 2013-14)

Measure	CTE Program Participation
Number of pupils participating in CTE	818
% of pupils completing a CTE program and earning a high school diploma	88.89%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100%



**Courses for University of California and/or California State University Admission**

UC/CSU Course Measure	Percent
2013-14 Students Enrolled in Courses Required for UC/CSU Admission	72.54
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	30.05

**State Priority: Other Pupil Outcomes**

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

**California High School Exit Examination Results for All Grade Ten Students (Three-Year Comparison)**

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
English-Language Arts	45	43	41	53	55	46	56	57	56
Mathematics	52	49	48	58	57	51	58	60	62

Note: 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.

**California High School Exit Examination Grade Ten Results by Student Group (School Year 2013-14)**

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	49	23	28	43	34	23
All Students at the School	59	25	16	52	35	13
Male	64	23	13	49	38	13
Female	53	27	19	55	31	14
Black or African American	59	24	18	63	31	6
American Indian or Alaska Native						
Asian	50	22	28	22	41	37
Filipino	45	25	30	35	40	25
Hispanic or Latino	62	25	13	55	35	10
Native Hawaiian or Pacific Islander						
White	50	29	21	59	28	14
Two or More Races						
Socioeconomically Disadvantaged	61	24	15	53	35	13
English Learners	94	6		81	17	2
Students with Disabilities	97	3		97	3	
Students Receiving Migrant Education Services						

Note: 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.

**California Physical Fitness Test Results (School Year 2013-14)**

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	17.5	26.2	25.8

Note: 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.

## 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 (Most Recent Year)

Loara High School has an active PTSA and many booster clubs that support student activities, academics, and athletics. Parents are also active participants in the School Site Council, WASC committees, Coffee with the Principal, Discipline Committee, School Safety Committee, English Learner Advisory Council, and the Superintendent's Parent Advisory Council. These representative bodies drive change on campus through the collaborative development of the Single Plan for Student Achievement, School Safety Plan, PBIS implementation, and the Response to Intervention and Instruction (RtI2) plan. Furthermore, parents are encouraged to volunteer in a variety of capacities: dance chaperones, morning supervisors, materials sorters, etc.

Loara's Counseling Department offers a variety of parent information nights that focus on many topics, such as four-year plans, financial assistance for college, homework help, at-risk counseling, and positive and healthy lifestyles. A mandatory meeting for parents of struggling 10th-graders is held annually to inform them about the California High School Exit Exam (CAHSEE), its impact upon their students, and how they can work with the staff to promote their students' academic success. During the 2014-15 school year, Loara will also offer parenting classes through Disciplina Positiva to support parents in maintaining a structured and nurturing home environment and the Parent Leadership Institute to teach them how to become more involved in the educational process and to advocate effectively for their students.

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

#### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Dropout Rate	7.8	11.1	6.4	13.1	12.1	8.6	14.7	13.1	11.4
Graduation Rate	88.48	83.66	85.74	82.11	82.48	84.34	77.14	78.87	80.44

### Completion of High School Graduation Requirements (Graduating Class of 2013)

Group	Graduating Class of 2013		
	School	District	State
All Students	86.27	84.19	84.56
Black or African American	80.00	82.48	75.90
American Indian or Alaska Native	100.00	88.89	77.82
Asian	96.88	95.77	92.94
Filipino	93.10	95.24	92.20
Hispanic or Latino	83.03	79.58	80.83
Native Hawaiian/Pacific Islander	75.00	86.36	84.06
White	96.10	89.89	90.15
Two or More Races	86.36	89.10	89.03
Socioeconomically Disadvantaged	98.93	87.67	82.58
English Learners	51.85	52.83	53.68
Students with Disabilities	52.24	59.15	60.31

### 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.

### Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	2.3	3.5	4.4	3.2	5.8	5.4	5.7	5.1	4.4
Expulsions	0.0	0.2	0.0	0.0	0.2	0.1	0.1	0.1	0.1

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

### School Safety Plan (Most Recent Year)

School Safety Plans are developed in concert with the School Safety Committee and reviewed by the Staff, School Site Council, and PTSA on an annual basis. The current Loara High School plan was last analyzed and revised by the Leadership Team in February 2014 and then discussed with the staff in March of 2014. All staff were asked to read the plan in its entirety and are required to practice emergency procedures during two different drills each year. Key elements of the plan include the following:

1. EMERGENCY PHONE NUMBERS
2. INTRODUCTION
3. RESPONSIBILITIES IN A DISASTER
4. COMMAND STRUCTURE & ASSIGNMENTS
  - Structure Flow and Teams
  - Team Assignments:
  - Command Center
  - Incident Commander & Operations
  - Communications
  - Accountability and Attendance 9
  - Damage Assessment 10
  - Medical
  - Search and Rescue
  - Security

5. EMERGENCY PROCEDURES
  - BOMB THREAT
  - EARTHQUAKE
  - FIRE
  - LOCKDOWN
  - ACTIVE SHOOTER
6. MAPS
  - Evacuation Map
  - Evacuation Positions on Track Map
  - Emergency Site Map
  - Utility Shut Off Map
7. ACCOUNTABILITY REPORT FORMS
8. BE ALERT CODES

## 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.

### Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

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 Graduation Rate (if applicable)	Yes	

### Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2008-2009
Year in Program Improvement*	Year 5	Year 3
Number of Schools Currently in Program Improvement	---	14
Percent of Schools Currently in Program Improvement	---	100.0

Note: Cells with "----" do not require data.

\* 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.

### Average Class Size and Class Size Distribution (Secondary)

Subject	2011-12				2012-13				2013-14			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	37	12	12	68	32	17	15	67	30	25	8	61
Mathematics	43.6	12	5	70	28	21	22	48	32	10	6	59
Science	42.1	1	3	58	34	6	11	49	34	6	3	53
Social Science	45.8	10	1	52	32	14	2	51	32	11	2	48

Note: 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.

### Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	4	620
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (Paraprofessional)	1	---
Psychologist	1	---
Social Worker	0	---
Nurse	0.16	---
Speech/Language/Hearing Specialist	1.5	---
Resource Specialist	0	---
Other	0	---

Note: Cells with "---" do not require data. 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.

### Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$8,212	\$2,158	\$6,054	\$84,645
District	---	---	\$1,852	\$85,155
Percent Difference: School Site and District	---	---	226.9	-0.6
State	---	---	\$4,690	\$72,276
Percent Difference: School Site and State	---	---	29.1	17.1

Note: Cells with "---" do not require data.

### Types of Services Funded (Fiscal Year 2013-14)

Loara High School receives supplemental funding through Title I, EIA-LEP, and Perkins.

#### Title I:

Loara High School has adopted a Title I school-wide program, designed as a comprehensive reform strategy to upgrade the entire educational program. Our primary goal is to ensure that all students, particularly those who are low achieving, demonstrate proficiency on both state and federal academic achievement measurements. Strategic interventions and support strategies are provided both during and outside the school day to achieve this goal. \*Qualifying Loara High School students also participate in Supplemental Educational Services (SES) through the Title I program.

\*SES is also referred to as free Title I after-school tutoring.

#### EIA/LEP:

Loara's Economic Impact Aid (EIA) program is a statewide program, which supports additional services for English Learners and/or students who are Limited English Proficient (LEP). These programs and activities assist English Learners with the achievement of proficiency in the English language as rapidly as possible, and also support and enhance academic achievement outcomes through appropriate intervention programs.

#### Perkins:

Funds from the Carl Perkins Grant are used to develop more fully the academic, vocational, and technical skills of secondary and post-secondary students who elect to enroll in Career Technical Education (CTE) programs. These programs promote the development of services and activities that integrate academic, vocational, and technical instruction, and that link secondary and post-secondary CTE programs, especially for students seeking "non-traditional" training related to the broad understanding of the world of work.

### Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,150	\$42,957
Mid-Range Teacher Salary	\$85,797	\$69,613
Highest Teacher Salary	\$98,662	\$89,407
Average Principal Salary (Elementary)	\$0	
Average Principal Salary (Middle)	\$126,652	\$120,526
Average Principal Salary (High)	\$136,840	\$129,506
Superintendent Salary	\$243,016	\$207,044
Percent of Budget for Teacher Salaries	41	37
Percent of Budget for Administrative Salaries	4	5

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

### Advanced Placement Courses (School Year 2013-14)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		---
English	5	---
Fine and Performing Arts		---
Foreign Language	1	---
Mathematics	3	---
Science	3	---
Social Science	5	---
All courses	17	0.6

Note: Cells with "----" do not require data.

\* Where there are student course enrollments.

### Professional Development

Teachers participate in a variety of District in-services as well as professional development workshops and conferences to enhance their content knowledge and instructional skills. New teachers are also required to participate in the Beginning Teacher Support and Assessment (BTSA) program. The District and school continue to train teachers in strategies to deliver a differentiated curriculum with depth and complexity. Teachers learn to utilize students' assessment results in order to target instruction to better meet the individual needs of students. Classified staff members have many opportunities to participate in training designed to enhance their effectiveness with students. All District staff members are supported in their efforts to deliver highly-effective lessons.

At Loara High School, two full days each school year are set aside as part of the District calendar for professional development. In addition, Loara's bell schedule includes a late-start day every week for professional development and collaboration in PLCs.

Loara High School's current professional development focus is the implementation of the Common Core State Standards across all disciplines. Mandatory professional development on relevant topics is being offered on campus during weekly Tuesday late-start days. Voluntary professional development is being offered during conference periods. District-level professional development on related topics is provided through the RAISE Grant and the UCI Pathways Grant during regular school hours and beyond the school day.

Loara teachers will be engaging in Learning Walks each school year, as a form of ongoing professional development.

In addition, a team of teachers, counselors, and administrators are participating in monthly Positive Behavioral Interventions and Supports (PBIS) trainings at the Orange County Department of Education.