

# Loara High School

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



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

#### California School Dashboard



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

#### Internet Access

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

## 2023-24 School Contact Information

<b>School Name</b>	Loara High School
<b>Street</b>	1765 West Cerritos Avenue
<b>City, State, Zip</b>	Anaheim, CA 92804-6103
<b>Phone Number</b>	(714) 999-3677
<b>Principal</b>	Gary Brown
<b>Email Address</b>	brown_g@auhsd.us
<b>School Website</b>	<a href="https://loara.auhsd.us">https://loara.auhsd.us</a>
<b>County-District-School (CDS) Code</b>	30664313033784

## 2023-24 District Contact Information

<b>District Name</b>	Anaheim Union High School District
<b>Phone Number</b>	(714) 999-3511
<b>Superintendent</b>	Michael B. Matsuda
<b>Email Address</b>	webmaster@auhsd.us
<b>District Website</b>	<a href="https://www.auhsd.us">https://www.auhsd.us</a>

## 2023-24 School Description and Mission Statement

### Mission Statement:

Loara High School is an inclusive environment where students are supported and empowered life-long learners who become active citizens in their communities and develop individualized goals while pursuing a future of their choice.

### Vision Statement:

Together we Rise

- Respect
- Integrity
- Scholarship
- Excellence

### Highlights:

Loara High School is a collaborative educational institution due in large part to its Professional Learning Community (PLC) professional learning model, which was developed to help the campus achieve the three primary goals identified in the AUHSD Local Control Accountability Plan (LCAP): implementation of the current adopted state standards, including English Language Development (ELD) Standards, and Next Generation Science Standards; ensure that all students earn a high school diploma; and ensure that all students demonstrate college and career readiness. Staff commitment to the PLC model has permitted Loara to move to the forefront of standards implementation and has made it a model for teacher and parent learning walks, staff collaboration, and curriculum development.

The Saxon Summit Capstone project has been implemented school-wide and is adapted to meet all student needs including ELs and SWDs. Students reflect on their progress relating to the 5Cs, CPSF, and mission and vision statements. Loara High School has established itself as a California Democracy School, meaning that every Loara student will complete a civic inquiry investigation as part of the curriculum and competencies for the 12th-grade American Government class. In addition, all students will engage in the six proven practices throughout their four years: 1) Instruction in Government, History, Law, and Democracy; 2) Discussion of Current Events and Controversial Issues; 3) Service Learning; 4) Extra-Curricular Activities; 5) Student Participation in Student Governance (ASB, RSVP); and 6) Student Participation in Simulations and Democratic Processes.

## 2023-24 School Description and Mission Statement

Loara is an inclusive environment that supports all stakeholders and community members by utilizing the many resources offered through The Community Schools approach and the family and community engagement specialist (FACES). With the help of the Family and Community Center, families and students are well-informed and given multiple opportunities to become active stakeholders through the various programs, activities, and events offered. Loara High School has an active PTSA and booster clubs that support student activities. Parents are active participants in the School Site Council, Focus Groups, ELAC, DELAC, Coffee with the Principal, and other school committees. The school maintains relationships with a number of community and business organizations.

Loara High School offers its students myriad opportunities and programs to ensure their continued academic growth and post-secondary success, including VAPA, Dual Enrollment, AIME, AVID, eight CTE / ROP Coursework and Pathways (Drone Operations, Production and Managerial Arts, Child Development, Public Safety, Financial Services, Software and Systems Development, Patient Care, and Systems Diagnostics Service and Repair), Honors and Advanced Placement Coursework, English Language Development, and Special Education (The SAI teaching model for SWDs, the designated core classes with EL support, and the PL/EL monitoring program provide support for students in special populations).

### Demographic Information:

Loara High School was established in 1962. It is located in Anaheim, CA, and is one of eight comprehensive high schools in the Anaheim Union High School District. The school currently has an enrollment of 1,596 students, of which 88.6% participate in the free and reduced meal program, and 27.6% are English Learners. The demographic profile also indicates the following regarding student subgroups: 81.3% Hispanic, 4.6% White, 7.5% Asian, 1.0% African American, and 0.4% Pacific Islander. Currently, 17.1% of Loara's population are Students with Disabilities. The honors/Advanced Placement Program serves 20.4% of the school's population and the AVID program serves roughly 8%.

The school is in its ninth year of being designated as a Title I School-wide Program, which serves 100% of the student population. Loara has continued to make improvements 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.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	421
Grade 10	423
Grade 11	401
Grade 12	405
<b>Total Enrollment</b>	<b>1,650</b>

## 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.3%
Male	51.7%
American Indian or Alaska Native	0.1%
Asian	7.8%
Black or African American	1%
Filipino	2.6%
Hispanic or Latino	82.2%
Native Hawaiian or Pacific Islander	0.6%
Two or More Races	0.9%
White	4.4%
English Learners	27.6%
Foster Youth	0.3%
Homeless	2.5%
Socioeconomically Disadvantaged	89.6%
Students with Disabilities	17.4%

### A. Conditions of Learning **State Priority: Basic**

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

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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	55.30	72.35	897.90	74.43	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	3.00	0.25	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	2.60	3.52	49.90	4.14	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.10	0.21	29.50	2.45	12115.80	4.41
<b>Unknown</b>	18.20	23.90	226.00	18.73	18854.30	6.86
<b>Total Teaching Positions</b>	76.40	100.00	1206.40	100.00	274759.10	100.00

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

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	67.40	83.41	1094.60	83.18	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	8.50	0.65	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	4.40	5.48	73.20	5.56	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.20	0.31	32.80	2.50	11953.10	4.28
<b>Unknown</b>	8.70	10.79	106.80	8.11	15831.90	5.67
<b>Total Teaching Positions</b>	80.80	100.00	1316.10	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	1.00
Misassignments	2.60	3.40
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	<b>2.60</b>	<b>4.40</b>

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.10	0.00
Local Assignment Options	0.00	0.20
<b>Total Out-of-Field Teachers</b>	<b>0.10</b>	<b>0.20</b>

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	12.1	8
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	9.8	5.4

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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 on September 13, 2023.

**Year and month in which the data were collected**

September 13, 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	English language arts textbooks, Houghton Mifflin Harcourt-Collections, were adopted in 2014-15. There is one textbook available per student.	Yes	0
<b>Mathematics</b>	Mathematics textbooks, by Houghton Mifflin Harcourt for 7-8 grades and Mc Graw Hill for 9-12 grades were adopted in 2020-21. Course appropriate, standards-aligned instructional materials have been selected for each mathematics course. There is one textbook available per student.	Yes	0
<b>Science</b>	Science textbooks, California HMH Science Dimensions was adopted in 2018-19 for 7 & 8 grades. Science textbooks that support Advanced Placement courses are adopted as needed, the most recent adoption occurring in 2021-22, Pearson Environmental Science AP Edition. There is one textbook available per student.	Yes	0
<b>History-Social Science</b>	History/Social science textbooks were adopted in 2018-19 and 2019-20. 7th grade-Cengage Learning-World History: Medieval and Early Modern Times, CA Student Edition 8th grade- McGraw-Hill- United States History and Geography- Growth and Conflict 10th grade- McGraw-Hill-World History, Culture, and Geography: The Modern World, CA Student Edition 11th grade- McGraw-Hill- United States History and Geography- Conflict and Change 12th grade- McGraw-Hill- Principles of American Democracy. Savvas- California Economics Principles in Action There is one textbook available per student.	Yes	0
<b>Foreign Language</b>	Foreign language textbooks are adopted as needed by course. Several courses adopted new textbooks, Houghton Mifflin Harcourt-Avancemos and Houghton Mifflin Harcourt-Bien Dit, in 2016-17. Additionally, supplemental books continue to be adopted each year. There is one textbook available per student.	Yes	0
<b>Health</b>	Health textbooks, McGraw Hill-Teen Health for 7-8 grades, and Goodheart Wilcox-Comprehensive Health for High School were adopted in 2016-17. There is one textbook available per student.	Yes	0
<b>Visual and Performing Arts</b>	Visual and performing arts students have access to course appropriate textbooks and instructional materials.	Yes	0

## School Facility Conditions and Planned Improvements

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 underwent an extensive construction and modernization project approximately 8 years ago. 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. Since 2021, the campus has been repainted and renumbered. The science floors have been refinished to remove the buckling tile floors. The drone classroom was created to support the newly implemented Drone program. One of the staff and the student lots now have solar panels installed. Room 609, which is used for staff PD and student meetings has been updated to make it a more useful space for staff and students. The parent community center has been moved to the front of the school to allow for better parent access. Wraps have been installed in multiple areas around the school to celebrate the history and traditions of Loara.

In addition, several projects have been approved and are scheduled for completion in 2023-24, including the addition of 5 new portables, the replacement of the school's marquee, improvements to the staff lounge and ASB room, resurfacing of the PE blacktop, and the creation of a student outside learning space.

The most recent site inspection was completed on November 6, 2023 - November 9, 2023.

**Year and month of the most recent FIT report**

November, 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<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>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			Pave stoned area around the planter by the statue in the quad is sinking. Planned Action to be Taken: Fix the pave stoned area around the planter by the statue in the quad that is sinking
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Stones are still together but have a good 3in drop. Student parking lot - the track to gate near the staff parking lot has a 2'-foot piece of metal that has broken off the gate near the tennis courts.

## School Facility Conditions and Planned Improvements

Planned Action to be Taken: Fix the 3in drop, and fix the 2'-foot piece of metal that has broken off the gate near the tennis courts.

## Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

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

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

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

#### College and Career Ready

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

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent 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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	35	34	43	42	47	46
<b>Mathematics</b> (grades 3-8 and 11)	15	14	23	24	33	34

## 2022-23 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent 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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	384	368	95.83	4.17	33.97
<b>Female</b>	167	163	97.60	2.40	39.88
<b>Male</b>	217	205	94.47	5.53	29.27
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	33	33	100.00	0.00	60.61
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	308	294	95.45	4.55	29.59
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	21	21	100.00	0.00	52.38
<b>English Learners</b>	87	80	91.95	8.05	5.00
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	30	27	90.00	10.00	25.93
<b>Socioeconomically Disadvantaged</b>	344	329	95.64	4.36	33.43
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	71	63	88.73	11.27	12.70

## 2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent 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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	384	369	96.09	3.91	13.55
<b>Female</b>	167	163	97.60	2.40	14.11
<b>Male</b>	217	206	94.93	5.07	13.11
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	33	33	100.00	0.00	57.58
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	308	295	95.78	4.22	8.81
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	21	21	100.00	0.00	9.52
<b>English Learners</b>	87	81	93.10	6.90	0.00
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	30	27	90.00	10.00	3.70
<b>Socioeconomically Disadvantaged</b>	344	330	95.93	4.07	13.03
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	71	63	88.73	11.27	1.59

## CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>Science</b> (grades 5, 8 and high school)	22.60	23.78	28.29	28.38	29.47	30.29

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	763	747	97.90	2.10	23.56
<b>Female</b>	349	344	98.57	1.43	26.16
<b>Male</b>	414	403	97.34	2.66	21.34
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	62	62	100.00	0.00	59.68
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	20	20	100.00	0.00	40.00
<b>Hispanic or Latino</b>	616	601	97.56	2.44	18.97
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	39	39	100.00	0.00	35.90
<b>English Learners</b>	165	158	95.76	4.24	0.00
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	30	27	90.00	10.00	11.11
<b>Socioeconomically Disadvantaged</b>	560	546	97.50	2.50	22.53
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	117	106	90.60	9.40	7.55

## 2022-23 Career Technical Education Programs

Loara High School has eight career pathways that represent several industries, which suit the needs, interests, and demands of its diverse student body. During the 2023-2024 school year, courses were offered in the following career industries: Arts, Media & Entertainment; Education, Child Development, and Family Services; Business and Finance; Health Science and Medical Technology; Information and Communication Technologies; Public Services; and Transportation.

Our CTE pathway courses are designed using the CTE Model Curriculum Standards, ensuring that students are developing the key skills needed to succeed in both school and the workplace. All of our teachers are trained to provide the best possible instruction for all students, including those in CTE pathways, with a focus on universal design for learning, ensuring that all students can access the curriculum. Our district measures the success of our CTE programs by evaluating the graduation rate, A-G completion rate, post-secondary enrollment, and when possible the career placement of students. This data guides which CTE pathways are offered, as well as the alignment between curriculum and the needs of each industry sector. CTE teachers attend regional advisory boards for each industry sector to stay up to date on the latest trends, skills desired by employers, employment outlook, and post-secondary programs related to the industry sector. These advisory boards are provided by Vital Link, a local non-profit organization that connects businesses with school districts, ensuring that the knowledge gained at the advisory boards represents the surrounding region.

## 2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	929
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	89.1
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	98.19
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	56.28

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

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

#### 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	92	94	95	94	96

## C. Engagement

### State Priority: Parental Involvement

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

#### 2023-24 Opportunities for Parental Involvement

Our Family and Community Engagement Specialist [FACES] and Community Schools focus team's goal is to increase parent involvement and communication. An approach to do this is bringing awareness to our Community Schools journey at Loara High School. The focus group will help effectively inform families and staff members of what a community school is, they will assist with the needs assessment process, and they will support the community and site mapping process.

- -We hold monthly Community School Steering Committee meetings where parents play a key role in decision-making.
- -We send families our Monthly Community Schools Newsletter in our weekly newsletter, here we remind them of what a community school is and what our journey at Loara has been like so far.
- -We also remind families each week in our weekly newsletter that Loara is one of 15 community schools in AUHSD using a Google Site.
- -Last year we held Community Voice Circles with different groups on campus including parents & families. We haven't done those this year, but we plan on implementing them again.

Loara can work on tailoring its support services and resources to families by becoming better informed about the community's needs. A needs and asset assessment will be shared with families, students, and staff to help the FACES and Community Schools Coordinator better engage and serve Loara's community. Additional parent workshops, community resources, and support services will be implemented based on the responses to these surveys. Services, workshops, and events will be shared in multiple languages and at flexible hours to help better serve our families. We will continue to share with families our biweekly newsletter in multiple languages. This is translated into the families' home language with the help of Aeries and Parent Square. Different platforms and methods will also be used to communicate resources and events with families (social media, calls, text messages, and flyers). FACES, the Community Schools Coordinator, and our community liaison are bilingual and will help create systems where two-way communication with families can be created.

To increase parent participation in different events, trainings, and activities, all parents will receive a minimum of one Aeries Communication via email, voice call, or text message a week. These opportunities give parents tools to advocate for their students. School participation will be encouraged by promoting events by creating and distributing flyers, making personal

## 2023-24 Opportunities for Parental Involvement

phone calls, sending Aeries communication messages, and advertising at other events. Our Focus team is also developing a Parent Needs Survey. This survey will be proctored after each training, meeting, or activity. The purpose of the survey is to give parents an opportunity to give us feedback regarding programs or events they have participated in and to find out the best social media platforms to connect. Based on parent feedback we will continue to add classes, trainings, and meetings. We will also increase participation by offering day and evening activities at Loara HS, Ball JHS, and the district. We will continue to proctor the LCAP survey.

There is also a need for greater parental involvement in decision-making. This involvement could be increased by inviting parents to participate in Focus Groups, ELAC, DELAC, LCAP, PTSA, and SSC. We want all parents to feel that their feedback is valued and that they have been trained on how to participate in the school's decision-making process. We need to increase participation to expand parent's understanding of the importance of advocating for all students. We also need parents to help us develop and establish the school's vision, mission, and plans.

### C. Engagement

#### State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	4.3	8.6	2.9	2.9	3.6	4.1	9.4	7.8	8.2
Graduation Rate	89	88.1	92.1	90.9	92.4	91	83.6	87	86.2

## 2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	379	349	92.1
<b>Female</b>	182	173	95.1
<b>Male</b>	197	176	89.3
<b>Non-Binary</b>			
<b>American Indian or Alaska Native</b>	0	0	0.00
<b>Asian</b>	31	29	93.5
<b>Black or African American</b>	--	--	--
<b>Filipino</b>	13	13	100.0
<b>Hispanic or Latino</b>	304	282	92.8
<b>Native Hawaiian or Pacific Islander</b>	--	--	--
<b>Two or More Races</b>	--	--	--
<b>White</b>	21	17	81.0
<b>English Learners</b>	90	71	78.9
<b>Foster Youth</b>	--	--	--
<b>Homeless</b>	24	21	87.5
<b>Socioeconomically Disadvantaged</b>	363	334	92.0
<b>Students Receiving Migrant Education Services</b>	0.0	0.0	0.0
<b>Students with Disabilities</b>	63	44	69.8

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1750	1721	542	31.5
Female	846	831	283	34.1
Male	904	890	259	29.1
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	2	2	1	50.0
Asian	132	131	14	10.7
Black or African American	19	19	9	47.4
Filipino	45	44	9	20.5
Hispanic or Latino	1439	1415	471	33.3
Native Hawaiian or Pacific Islander	12	11	5	45.5
Two or More Races	16	15	6	40.0
White	79	78	24	30.8
English Learners	495	485	175	36.1
Foster Youth	7	7	3	42.9
Homeless	49	46	23	50.0
Socioeconomically Disadvantaged	1595	1575	489	31.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	307	300	125	41.7

### C. Engagement

#### State Priority: School Climate

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

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

### Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	3.27	4.80	0.00	2.75	3.78	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.8	0
Female	3.55	0
Male	5.97	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	1.52	0
Black or African American	15.79	0
Filipino	0	0
Hispanic or Latino	4.93	0
Native Hawaiian or Pacific Islander	16.67	0
Two or More Races	6.25	0
White	3.8	0
English Learners	6.67	0
Foster Youth	0	0
Homeless	6.12	0
Socioeconomically Disadvantaged	5.02	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	7.49	0

## 2023-24 School Safety Plan

School Safety Plans are reviewed, discussed, and updated on an annual basis. Input is gathered from staff, students, and community resource groups along with the School Site Council in order to determine any needed changes. The Loara High School Safety Plan is implemented by staff members. No less than four safety/evacuation drills are conducted throughout the school year. Students, teachers, and other faculty members are required to participate in these drills.

### STAFF RESPONSIBILITIES

- Ensure protection and preservation of health and safety of students, other employees, and school property (as per Government Code Division 4, Chapter 8; Sections 3100 and 3101).
- Remain calm and follow the instructions from administration and/or fire or police departments.
- Know emergency procedures for each kind of disaster situation.
- Print class rosters as your class roster updates or a minimum of once each quarter to take attendance.
- Carry the current class roster when taking students from your classroom (may use an electronic copy).
- Have your emergency clipboard located on the tray of your whiteboard in a visible location.
- Be aware of your responsibilities if a disaster occurs during your conference period and report to your assembly area.
- Bring any first aid supplies to your assembly area.
- Assure students remain calm and wait for instructions.
- Assure students know emergency procedures for each kind of disaster situation as well as familiarize them with the location of emergency information located in their student planner. Know and practice the duck, cover, and hold procedure. Know and practice your evacuation routes.
- Do not use cell phones or radios except for true emergencies. Keep chatter to a minimum.
- Evacuate or lock down your room as instructed by Police, Fire, or an administrator. In a lockdown, do not leave your room. Turn off lights, lay students flat on the floor, and ignore bells. Teachers should be the closest people in the room to the door. Leave your room unlocked if you evacuate.
- If you are on the athletic fields during a shooting incident, proceed to the fire station/library on Euclid Ave.
- Do not make statements to the press.

## 2023-24 School Safety Plan

The SCHOOL SAFETY PLAN WAS APPROVED by faculty, parents, and students at the SCHOOL SITE COUNCIL MEETING in October 2023.

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	31	23	8	40
Mathematics	33	17	10	39
Science	32	9	15	27
Social Science	29	14	7	32

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	19	24	25
Mathematics	26	19	25	21
Science	25	16	20	19
Social Science	27	13	8	30

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	26	23	21
Mathematics	24	20	30	17
Science	24	17	19	16
Social Science	27	10	19	16

## 2022-23 Ratio of Pupils to Academic Counselor

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

Title	Ratio
<b>Pupils to Academic Counselor</b>	330

## 2022-23 Student Support Services Staff

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

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	5
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	2
<b>Social Worker</b>	1
<b>Nurse</b>	
<b>Speech/Language/Hearing Specialist</b>	1
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	\$15,837	\$6,056	\$9,781	\$102,212
<b>District</b>	N/A	N/A	10,543	\$102,980
<b>Percent Difference - School Site and District</b>	N/A	N/A	-7.5	3.7
<b>State</b>	N/A	N/A	\$7,607	\$97,850
<b>Percent Difference - School Site and State</b>	N/A	N/A	38.9	8.2

## Fiscal Year 2022-23 Types of Services Funded

Loara High School receives supplemental funding through Title I, Title IV, Local Control Funding Formula (LCFF), 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.

### Title IV:

Title IV, Part A of the Every Student Succeeds Act of 2015 is intended to improve students' academic achievement by increasing the capacity of States, local educational agencies (LEAs), schools, and local communities to provide all students with access to a well-rounded education, improve school conditions for student learning, and the health and safety of all students. Loara Title IV funds are dedicated to physical education and safe and healthy student activities, like PBIS, social-emotional learning programs, and gang prevention and intervention.

### LCFF:

This funding 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 and to improve the use of technology in order to improve the academic achievement and digital literacy of all students. These programs promote the development of services and activities that integrate academic, vocational, and technical instruction, and that link secondary and postsecondary CTE programs, especially for students seeking "non-traditional" training related to the broad understanding of the world of work.

The following programs and supplemental services are offered at Loara High School

- Family and Community Engagement Specialist – TITLE I
- APEX Credit Recovery – TITLE I/LCFF
- AVID support for grades 9 - 12 LCFF
- Instructional Aide – Bilingual - – TITLE I/LCFF
- Credit Recovery and afterschool tutoring - – TITLE I/LCFF
- CTE Educational Pathways – PERKINS
- AERIES Communication – District Level – TITLE I/LCFF
- ARTS, MUSIC and P.E. Programs - – TITLE IV/LCFF

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$57,124	\$57,234
<b>Mid-Range Teacher Salary</b>	\$97,960	\$95,467
<b>Highest Teacher Salary</b>	\$125,357	\$122,669
<b>Average Principal Salary (Elementary)</b>	\$0	
<b>Average Principal Salary (Middle)</b>	\$149,493	\$153,476
<b>Average Principal Salary (High)</b>	\$161,969	\$173,198
<b>Superintendent Salary</b>	\$284,644	\$277,572
<b>Percent of Budget for Teacher Salaries</b>	32.4%	31.17%
<b>Percent of Budget for Administrative Salaries</b>	3.7%	4.46%

## 2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

<b>Percent of Students in AP Courses</b>	19.5
------------------------------------------	------

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
<b>Computer Science</b>	0
<b>English</b>	2
<b>Fine and Performing Arts</b>	3
<b>Foreign Language</b>	2
<b>Mathematics</b>	1
<b>Science</b>	5
<b>Social Science</b>	6
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	19

## Professional Development

Teachers participate in a variety of district in-services as well as professional learning workshops and conferences to enhance their content knowledge and instructional skills. This is in addition to four professional development days and weekly late-start meetings, which are scheduled each year for professional learning activities. New teachers are also required to participate in a teacher induction 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 and performance task assessments 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. Teachers and administrators are given many opportunities to examine current instructional programs and strategies and realign with state curriculum performance and content standards. Research-based instructional strategies are reviewed and implemented.

In addition to what the district provides, Loara High School has professional development opportunities on Thursday late start days. The time is utilized by departments, specialized programs, and cross-curricular articulation.

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

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	6	10	12