

School Accountability Report Card

Reported Using Data from the 2010-11 School Year

Published During 2011-12

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.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible. 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.

II. About This School

Contact Information (School Year 2011-12)

School		District	
School Name	Loara High School	District Name	Anaheim Union High School District
Street	1765 West Cerritos	Phone Number	714-999-3502
City, State, Zip	Anaheim, CA 92804-6103	Web Site	Auhsd.k12.ca.us
Phone Number	714-999-3677	Superintendent	Elizabeth Novack, Ph.D.
Principal	Pam Krey	E-mail Address	Novack_e@auhsd.us
E-mail Address	Krey_p@auhsd.us	CDS Code	30664313033784

School Description and Mission Statement (School Year 2010-11)

This section provides information about the school, its programs and its goals.

Loara High School will provide a safe environment, and a high quality educational program to assist each student in becoming a responsible and productive member of society. All students are encouraged to pursue a solid academic program, which will guarantee them a high school diploma and access to the rigor of a college-going culture. Loara provides the necessary instruction and support services for the development of each student's skills in the areas of critical thinking, communication, self-discipline and self-awareness, thus enabling them to become concerned and involved members of a global society.

Opportunities for Parental Involvement (School Year 2010-11)

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

Loara High School has an active PTSA and many booster clubs that support student activities, academics, and athletics. Parents are active participants in the School Site Council, WASC committees, Discipline committee, GATE Advisory Council, English Learner Advisory Council, and the Superintendent's Parent Advisory Council. Loara's Counseling Department offers a variety of Parent Information Nights that focus on many topics such as financial assistance for college, homework help, at-risk counseling, and positive and healthy lifestyles. In January, 2010 Loara will again be offering PIQE - Parent Institute for Quality Education. Loara's teachers and teachers, counselors, and administrators will be conducting parent conferences with our 10th grade students who are not the current academic standards and GPA. In addition, a new mandatory meeting for ALL 10th grade students and their parents has been scheduled for January 2010 to inform all parents about the various aspects of the CAHSEE, its impact on their student and Loara's API/AYP status, and how they can work together with the staff to promote academic success. Also being formed in the 2010 school year is a PTSA/Booster Board that will bring together the PTSA and a representative from each of the many booster clubs.

Student Enrollment by Grade Level (School Year 2010-11)

Grade Level	Number of Students
Grade 9	723
Grade 10	726
Grade 11	716
Grade 12	567
Total Enrollment	2,732

Student Enrollment by Group (School Year 2010-11)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	2.3	White	12.1
American Indian or Alaska Native	0.2	Two or More Races	1.6
Asian	8.4	Socioeconomically Disadvantaged	67.8
Filipino	3	English Learners	50.6
Hispanic or Latino	71.2	Students with Disabilities	10
Native Hawaiian/Pacific Islander	1.2		

Average Class Size and Class Size Distribution (Secondary)

Subject	2008-09				2009-10				2010-11			
	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	29.1	26	27	44	32.4	9	19	49	41.5	6	12	75
Mathematics	36.3	2	10	46	33.3	4	19	46	42.9	9	4	60
Science	37	1	6	38	34.4	2	17	36	45.9	0	4	55
Social Science	39.3	1	5	42	36.1	2	9	37	52.4	4	0	50

* 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.

III. School Climate

School Safety Plan (School Year 2010-11)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

School Safety Plans are reviewed on an annual basis. The Loara High School plan was last analyzed and revised by the Leadership Team in October, 2011.

Suspensions and Expulsions

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	13.93	8.12	0.22	17.11	12.3	6.07
Expulsions	1.17	0.67	5.53	1.08	0.97	0.55

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

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011-12)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: October 2011

Loara High School opened in 1963. The 39.6 acre site includes 60 regular classrooms plus 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 board 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, 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 is undergoing extensive construction and landscaping. The estimated total budget is \$3 million. The project includes new pavers in the entire quad area, seating walls and benches, new landscaping, an outside stage area, and new lights for the quad. It is estimated to be complete by spring, 2010.

The most recent site inspection was completed on October 10, 2011.

School Facility Good Repair Status (School Year 2011-12)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[]	[X]	[]	[]	
Interior: Interior Surfaces	[]	[]	[]	[X]	Several missing, stained, broken and loose ceiling tiles in various areas. Rooms 32, 33 and 702 are missing baseboards. Room 750 has three sinks that do not work. Alarm from ceiling is falling down in Room 705. Broken cabinets in Room 510. Graffiti on signs in various areas. One faucet does not work in Room 502. Patching and touch up paint needed in various areas. Room 156 has paint peeling from north wall. Last faucet in Room 600 does not work. Sink in Room 604 does not drain and first sink in Room 606 is broken.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[]	[X]	[]	[]	
Electrical: Electrical	[]	[]	[X]	[]	Missing electrical plates in several rooms. Missing several light difusers in various areas. Electrical short under thermostat in Library.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[X]	[]	[]	Graffiti on door signs in various restrooms. Graffiti on mirror in Boys' Restroom by Rooms 480-489. Drinking fountain outside Girls' Restroom by Rooms 460-471 does not have adequate water pressure. Center faucet in Girls' Restroom by Rooms 460-471 does not work.
Safety: Fire Safety, Hazardous Materials	[]	[X]	[]	[]	Rooms 31, 36 and 39 are missing fire extinguishers.
Structural: Structural Damage, Roofs	[]	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[]	[X]	[]	Several windows and doors with graffiti in various rooms. New door needed in Room 34. Ramp to Room 37 needs repairing, tripping hazard. Back door of Room 751 has an object in lock. Room 483 needs a door plate. Door handle sticks in Room 104. Door lock sticks in Room 200.
Overall Rating	[]	[X]	[]	[]	

V. Teachers

Teacher Credentials

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
With Full Credential	101	104	104	1291.7
Without Full Credential	1	0	0	0
Teaching Outside Subject Area of Competence	4	12	6	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
Misassignments of Teachers of English Learners	3	3	2
Total Teacher Misassignments	12	3	2
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.

"Vacant Teacher Positions" refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by	
	NCLB Compliant Teachers	Non-NCLB Compliant Teachers
This School	100	0
All Schools in District	100	0
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	100	0

* 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 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010-11)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	4	448
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	1	---
Library Media Services Staff (paraprofessional)	1	---
Psychologist	1.3	---
Social Worker	0	---
Nurse	0.16	---
Speech/Language/Hearing Specialist	1	---
Resource Specialist (non-teaching)	0	---
Other	0	---

* 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.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011-12)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected:

This information was collected in October 2009.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	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
Mathematics	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
Science	Science textbooks were adopted in 2006-07. Students have access to classroom sets of textbooks.	Yes	0
History-Social Science	History/Social science textbooks were adopted in 2005-06. There is one textbook available per student.	Yes	0
Foreign Language	Foreign language textbooks were adopted in 2003-04. Students have access to classroom sets of textbooks.	Yes	0
Health	Health textbooks were adopted in 2004-05. Students have access to classroom sets of textbooks.	Yes	0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science Laboratory Equipment (grades 9-12)	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

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/ Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	\$8,591	\$3,108	\$5,483	\$82,856
District	---	---	\$5,564	\$81,859
Percent Difference: School Site and District	---	---	-1.5	1.2
State	---	---	\$5,455	\$70,570
Percent Difference: School Site and State	---	---	0.5	17.4

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

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2010-11)

This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

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

Teacher and Administrative Salaries (Fiscal Year 2009-10)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,665	\$42,954
Mid-Range Teacher Salary	\$86,735	\$69,905
Highest Teacher Salary	\$99,631	\$89,464
Average Principal Salary (Middle)	\$126,447	\$121,722
Average Principal Salary (High)	\$139,351	\$128,348
Superintendent Salary	\$237,300	\$205,119
Percent of Budget for Teacher Salaries	40%	37%
Percent of Budget for Administrative Salaries	4%	5%

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

IX. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- California Standards Tests (CSTs), which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- California Modified Assessment (CMA), an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- California Alternate Performance Assessment (CAPA), includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	38	42	38	44	48	49	49	52	54
Mathematics	21	24	28	28	31	35	46	48	50
Science	38	42	51	51	53	58	50	54	57
History-Social Science	38	38	40	43	46	49	41	44	48

* 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 by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	49	35	58	49
All Student at the School	38	28	51	40
Male	36	30	54	43
Female	41	26	48	37
Black or African American	45	19	73	44
American Indian or Alaska Native	0	0	0	0
Asian	64	58	69	70
Filipino	61	32	74	67
Hispanic or Latino	32	24	45	32
Native Hawaiian/Pacific Islander	30	10	0	35
White	50	31	57	54
Two or More Races	0	0	0	0
Socioeconomically Disadvantaged	33	27	44	36
English Learners	7	10	9	11
Students with Disabilities	22	24	9	6
Students Receiving Migrant Education Services				

* 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 High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

California High School Exit Examination Results for All Students - Three-Year Comparison

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	44	44	53	49	49	58	52	54	59
Mathematics	46	52	48	53	52	55	53	54	56

* 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 High School Exit Examination Grade Ten Results by Student Group - Most Recent Year

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	42	25	32	45	33	21
All Students at the School	47	25	28	52	35	13
Male	52	24	24	50	35	15
Female	42	26	32	54	34	11
Black or African American	32	32	37	63	32	5
American Indian or Alaska Native	0	0	0	0	0	0
Asian	20	37	43	17	48	35
Filipino	22	19	58	33	31	36
Hispanic or Latino	54	24	21	58	33	9
Native Hawaiian/Pacific Islander	18	45	36	45	55	0
White	38	21	41	45	36	20
Two or More Races	0	0	0	0	0	0
Socioeconomically Disadvantaged	54	24	22	57	33	11
English Learners	90	9	1	83	14	4
Students with Disabilities	94	6	0	96	4	0
Students Receiving Migrant Education Services	0	0	0	0	0	0

* 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 Physical Fitness Test Results (School Year 2010-11)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	22.5	20.9	28.3

* 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.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	5	4	5
Similar Schools	8	5	7

Academic Performance Index Growth by Student Group - Three-Year Comparison

Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students at the School	-18	28	1
Black or African American			
American Indian or Alaska Native			
Asian	12	1	2
Filipino			
Hispanic or Latino	-20	33	-1
Native Hawaiian/Pacific Islander			
White	-22	17	6
Two or More Races	N/D		
Socioeconomically Disadvantaged	-17	28	-3
English Learners	-14	28	
Students with Disabilities	9	64	-10

* "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.

Academic Performance Index Growth by Student Group - 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	School		LEA		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	2,020	730	26,483	762	4,683,676	778
Black or African American	51	736	830	735	317,856	696
American Indian or Alaska Native	5		85	771	33,774	733
Asian	169	859	3,319	914	398,869	898
Filipino	73	834	1,126	865	123,245	859
Hispanic or Latino	1,465	701	15,806	714	2,406,749	729
Native Hawaiian/Pacific Islander	19	751	254	759	26,953	764
White	236	776	5,019	799	1,258,831	845
Two or More Races	0		9		76,766	836
Socioeconomically Disadvantaged	1,415	709	17,241	723	2,731,843	726
English Learners	197		2,532		1,521,844	707
Students with Disabilities	187	512	2,500	501	521,815	595

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) webpage at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2010-11)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	Yes	Yes

Federal Intervention Program (School Year 2011-12)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2008-2009
Year in Program Improvement	Year 3	Year 3
Number of Schools Currently in Program Improvement	---	12
Percent of Schools Currently in Program Improvement	---	57.1

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information webpage at <http://www.universityofcalifornia.edu/admissions/>. (Outside source)

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU webpage at <http://www.calstate.edu/admission/admission.shtml>. (Outside source)

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Dropout Rate (1-year)	2.2	5.2	1.8	2.1	5.3	2.1	4.9	5.7	4.6
Graduation Rate	90.9	87.32	92.14	90.3	84.57	88.64	80.21	78.59	80.44

* The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2010-11 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2011		
	School	District	State
All Students	89.7	79.8	N/D
Black or African American	92.3	91.0	N/D
American Indian or Alaska Native	100.0	93.3	N/D
Asian	96.6	98.3	N/D
Filipino	100.0	95.4	N/D
Hispanic or Latino	86.3	97.8	N/D
Native Hawaiian/Pacific Islander	92.3	91.0	N/D
White	96.4	89.8	N/D
Two or More Races			N/D
Socioeconomically Disadvantaged	89.5	86.2	N/D
English Learners	72.3	58.4	N/D
Students with Disabilities	58.2	59.5	N/D

* "N/D" means that no data were available to the CDE or LEA to report.

Career Technical Education Programs (School Year 2010-11)

This section provides information about Career Technical Education (CTE) programs including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district's CTE advisory committee and the industries represented on the committee

Loara High School has nine career pathways that represent several industries that suit the needs, interests, and demands of its diverse student body. During the 2010-2011 school year courses were offered in the following career industries: Arts, Media & Entertainment; Education, Child Development, and Family Services; Finance & Business; Health Science & Medical Technology; Information Technology; Public Services; and Transportation.

Career Technical Education Participation (School Year 2010-11)

Measure	CTE Program Participation
Number of pupils participating in CTE	592
% of pupils completing a CTE program and earning a high school diploma	96
% of CTE courses sequenced/articulated between the school/institutions of postsecondary education	100

Courses for University of California and/or California State University Admission (School Year 2009-10)

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	63.6
Graduates Who Completed All Courses Required for UC/CSU Admission	42.8

Advanced Placement Courses (School Year 2010-11)

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	0	---
English	4	---
Fine and Performing Arts	0	---
Foreign Language	1	---
Mathematics	0	---
Science	2	---
Social Science	2	---
All courses	9	1.4

XII. Instructional Planning and Scheduling**Professional Development**

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

The Anaheim Union High School District Quality Teaching Program offers many and varied staff development opportunities for all certificated, classified, and administrative staff. Loara has 19 teachers currently in the BTSA Program and has 9 BTSA Support Providers on campus.

2 full days each school year are set aside under the district calendar for staff development. Loara has a new bell schedule that allows a Late Start every week for staff collaboration, development, and Focus Groups. Additionally, a team of 19 (teachers and administrators) are in year 2 of the "Building Capacity for Leadership" program through the Orange County Department of Education.

In September, 2009, Loara instituted a formal plan for establishing a Professional Learning Community. Each member of our trained Leadership Team facilitates a PLC group 1-2 times a month. Those groups enable all faculty to have input on our academic focus areas, plans to improve our API/AYP status, establishing a positive and productive student-centered school culture, review student data and provide staff development.