

Loara High School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- 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/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 <http://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).

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.

About This School

Contact Information (School Year 2016-17)

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	Katrina Callaway
E-mail Address	callaway_k@auhsd.us
Web Site	http://loara.auhsd.us/
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	webmaster@auhsd.us
Web Site	www.auhsd.us

School Description and Mission Statement (School Year 2016-17)

Mission Statement:

Loara High School will provide all students with a safe, welcoming and caring learning environment and a high quality educational program designed to ensure that they graduate college and career ready, civically literate, and fully prepared to become responsible, productive members of our society.

Vision Statement:

Loara High School will be an academic institution where...

- All students engage in the Habits of Mind, the Five Cs of the P21 Framework (communication, collaboration, creativity, critical thinking, and citizenship), and benefit from challenging, standards-based instruction in high interest STEAM (Science, Technology, Engineering, Arts, and Technology) coursework.
- The instructional staff collaborate within a Professional Learning Community to engage fully in the Cycle for Effective Instruction, thereby infusing all classrooms with appropriate challenge, greater relevance, and positive relationships.
- The instructional staff study and implement research-proven instructional strategies with fidelity, thereby improving instructional efficacy and promoting all students' college and career readiness.
- The instructional staff continuously monitor and assess their instructional efforts through the collection and analysis of timely and relevant data, permitting them to more effectively design and refine instruction and interventions for all three tiers of the Response to Instruction and Interventions (RtI2) model, and optimize the use of vital material, fiscal and human resources.
- All staff strive to create a safe, orderly and welcoming school environment, one that improves stakeholders' sense of security, feelings of connectedness, and ability to improve academic achievement.
- All staff strive to improve communication between stakeholders regarding student progress and encourage participation in the education process, thereby strengthening our efforts to ensure all students' success.
- Every student exemplifies the qualities identified in the motto RISE: respect, integrity, scholarship, and excellence.

Highlights:

Loara High School was designated as a Gold Ribbon school in 20015, for 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 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.

Loara High School is establishing itself as a California Democracy School, meaning that every Loara student will complete a civic inquiry and 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.

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 Expected Schoolwide Learning Results (ESLRs)--Loara High School will prepare its graduates to be: Critical Thinkers who...

- Reason effectively, both abstractly and quantitatively, using various types of reasoning.
- Use systems thinking to analyze how parts of a whole interact with each other to produce overall outcomes in complex systems.
- Make judgments and decisions by effectively analyzing and evaluating evidence, arguments, claims, beliefs, and alternative points of view; synthesizing and making connections between information and arguments; interpreting information and drawing conclusions based on the best analysis; and reflecting critically upon learning experiences and processes.
- Solve problems, both familiar and unfamiliar, in both conventional and innovative ways.
- Employ technology to enhance their learning.

Communicators who...

- Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts.
- Listen and read effectively to decipher meaning, including knowledge, values, attitudes, and intentions.
- Use communication for a range of purposes (to inform, instruct, motivate, argue, etc.).
- Use multiple media and technologies and can assess their impact and effectiveness.
- Communicate effectively in diverse environments and situations.

Collaborators who...

- Demonstrate ability to work effectively and respectfully with diverse teams.
- Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal.
- Assume shared responsibility for collaborative work and value the individual contributions made by each team member.

Creative Innovators who...

- Use a wide range of idea generation techniques (such as brainstorming).
- Create new and worthwhile ideas (both incremental and radical concepts).
- Elaborate, refine, analyze, and evaluate original ideas to improve and maximize creative efforts.
- Work creatively with others by developing, implementing, and communicating new ideas to others effectively; by being open and responsive to new and diverse perspectives and incorporating group input and feedback into the work; by demonstrating originality and inventiveness in work and understanding the real world limits to adopting new ideas; and by viewing failure as an opportunity to learn and understanding that creativity and innovation are part of a long-term, cyclical process of small successes and frequent mistakes.
- Implement innovation by acting on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur.

Civically Literate citizens who...

- Participate effectively in civic life through knowing how to stay informed and understanding governmental processes.
- Exercise the rights and obligations of citizenship at local, state, national and global levels.
- Understand the local and global implications of civic decisions.

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 2,377 students, in which 80% participate in the free and reduced meal program, and 25% are English Learners. The demographic profile also indicates the following regarding student subgroups: 76% Hispanic; 9% White; 11% Asian; 2% African American; and 1% Pacific Islander. Currently, approximately 10% of Loara's population are Students With Disabilities. The honors/Advanced Placement Program serves approximately 15% of the school's population and the AVID program serves roughly 8%.

The school is in its eighth year of being designated as a Title I Schoolwide 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.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 9	585
Grade 10	594
Grade 11	572
Grade 12	552
Total Enrollment	2,303

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	2.1
American Indian or Alaska Native	0.3
Asian	8.7
Filipino	3.2
Hispanic or Latino	75.9
Native Hawaiian or Pacific Islander	0.6
White	8
Two or More Races	1.2
Socioeconomically Disadvantaged	80.7
English Learners	24.5
Students with Disabilities	11.9
Foster Youth	0.3

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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	90	94	91	1250
Without Full Credential	0	0	0	4
Teaching Outside Subject Area of Competence (with full credential)	5	1	4	59

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	1	1	1
Total Teacher Misassignments *	5	2	4
Vacant Teacher Positions	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 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	98.5	1.5
All Schools in District	98.0	2.0
High-Poverty Schools in District	98.2	1.8
Low-Poverty Schools in District	97.0	3.0

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 2016-17)

Year and month in which data were collected: September 2016

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 September 2016.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	English language arts textbooks, Houghton Mifflin Harcourt-Collections, were adopted in 2014-15. There is one textbook available per student.	Yes	0
Mathematics	Mathematics textbooks, by Carnegie Learning, were adopted in 2014-15. Course appropriate, standards-aligned instructional materials have been selected for each mathematics course. There is one textbook available per student.	Yes	0
Science	Science textbooks were adopted in 2006-07. Science textbooks that support Advanced Placement courses are adopted as needed, the most recent adoption occurring in 2015-16. There is one textbook available per student.	Yes	0
History-Social Science	History/Social science textbooks were adopted in 2005-06. There is one textbook available per student.	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Foreign Language	Foreign language textbooks are adopted as needed by course. Several courses adopted new textbooks in 2015-16, and supplemental books continue to be adopted each year. The oldest textbooks used by some courses were adopted in 2003-04. There is one textbook available per student.	Yes	0
Health	Health textbooks were adopted in 2004-05. Students have access to classroom sets of textbooks.	Yes	0
Visual and Performing Arts	Visual and performing arts students have access to course appropriate textbooks and instructional materials.	Yes	0
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

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 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.

The most recent site inspection was completed on August 24, 2016.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: August 24, 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Counter tops in Room 509 are water damaged and need repair. Repair work is in progress.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: August 24, 2016				
Overall Rating	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, which 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- 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

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	52	57	44	47	44	48
Mathematics	17	23	29	29	34	36

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.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	555	539	97.1	57.1
Male	11	281	273	97.2	49.6
Female	11	274	266	97.1	64.8
Black or African American	11	13	12	92.3	58.3
American Indian or Alaska Native	11	--	--	--	--
Asian	11	43	43	100.0	83.7
Filipino	11	21	21	100.0	76.2
Hispanic or Latino	11	425	413	97.2	51.7
Native Hawaiian or Pacific Islander	11	--	--	--	--
White	11	38	36	94.7	63.9
Two or More Races	11	--	--	--	--
Socioeconomically Disadvantaged	11	442	428	96.8	54.7
English Learners	11	120	109	90.8	14.2
Students with Disabilities	11	61	58	95.1	10.7
Foster Youth	11	--	--	--	--

Note: 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 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.

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

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	555	536	96.6	23.2
Male	11	281	271	96.4	24.2
Female	11	274	265	96.7	22.2
Black or African American	11	13	11	84.6	
American Indian or Alaska Native	11	--	--	--	--
Asian	11	43	42	97.7	66.7

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Filipino	11	21	21	100.0	42.9
Hispanic or Latino	11	425	412	96.9	16.8
Native Hawaiian or Pacific Islander	11	--	--	--	--
White	11	38	36	94.7	33.3
Two or More Races	11	--	--	--	--
Socioeconomically Disadvantaged	11	442	425	96.2	20.2
English Learners	11	120	109	90.8	3.7
Students with Disabilities	11	61	57	93.4	1.8
Foster Youth	11	--	--	--	--

Note: 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 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.

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

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	49	45	44	61	56	51	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: 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.

**CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)**

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	583	553	94.9	43.9
Male	280	263	93.9	49.1
Female	303	290	95.7	39.3
Black or African American	13	12	92.3	41.7
Asian	54	52	96.3	57.7
Filipino	17	17	100.0	70.6
Hispanic or Latino	436	412	94.5	39.6
White	52	49	94.2	57.1
Socioeconomically Disadvantaged	500	472	94.4	42.0
English Learners	148	136	91.9	10.3
Students with Disabilities	62	56	90.3	23.2

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The “Proficient or Advanced” is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: 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.

Career Technical Education Programs (School Year 2015-16)

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 2015-16 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 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 of 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.

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of pupils participating in CTE	722
% of pupils completing a CTE program and earning a high school diploma	95.11%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100%

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	98.65
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	34.6

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 physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	19	25.1	14.6

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 (School Year 2016-17)

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 (SSC), WASC committees, Coffee with the Principal, Discipline Committee, School Safety Committee, English Learner Advisory Council (ELAC), 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 how they can work with the staff to promote their students' academic success. During the 2015-16 school year, Loara offered 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	6.40	7.30	5.70	8.60	8.60	7.30	11.40	11.50	10.70
Graduation Rate	85.74	88.56	92.12	84.34	84.81	87.31	80.44	80.95	82.27

Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)

Group	Graduating Class of 2015		
	School	District	State
All Students	90	86	86
Black or African American	100	86	78
American Indian or Alaska Native	100	69	78
Asian	93	96	93
Filipino	100	94	93
Hispanic or Latino	90	83	83
Native Hawaiian/Pacific Islander	100	82	85
White	83	87	91
Two or More Races	50	90	89
Socioeconomically Disadvantaged	63	63	66
English Learners	50	53	54
Students with Disabilities	83	80	78

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	4.4	3.3	4.3	5.4	5.4	5.6	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.1	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

School Safety Plans are developed in concert with the School Safety Committee, and reviewed/updated by the Staff, School Site Council, and PTSA on an annual basis. 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. 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 AND ASSIGNMENTS: Structure Flow and Teams, Team Assignments (Command Center, Incident Commander and Operations, Communications, Accountability and Attendance, Damage Assessment, 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.

Federal Intervention Program (School Year 2016-17)

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	N/A	13
Percent of Schools Currently in Program Improvement	N/A	100.0

Note: Cells with N/A values do not require data.

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	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	30	25	8	61	31	18	11	60	31	18	11	60
Mathematics	32	10	6	59	33	8	6	57	33	8	6	57
Science	34	6	3	53	34	6	3	50	34	6	3	50
Social Science	32	11	2	48	33	8	5	45	33	8	5	45

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 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	4	575
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0.05	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	1	N/A
Social Worker	0.05	N/A
Nurse	0.16	N/A
Speech/Language/Hearing Specialist	1.4	N/A
Resource Specialist	0	N/A
Other	2	N/A

Note: Cells with N/A values 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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$9,799	\$2,521	\$7,278	\$91,251
District	N/A	N/A	\$8,344	\$90,749
Percent Difference: School Site and District	N/A	N/A	-12.8	0.6
State	N/A	N/A	\$5,677	\$77,824
Percent Difference: School Site and State	N/A	N/A	28.2	17.3

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2015-16)

Loara High School receives supplemental funding through Title I, 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. *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.

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. 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 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,833	\$46,184
Mid-Range Teacher Salary	\$90,682	\$75,179
Highest Teacher Salary	\$104,163	\$96,169
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)	\$133,509	\$124,243
Average Principal Salary (High)	\$138,901	\$137,939
Superintendent Salary	\$225,500	\$217,637
Percent of Budget for Teacher Salaries	38%	35%
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 (AP) Courses (School Year 2015-16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	N/A
English	2	N/A
Fine and Performing Arts	2	N/A
Foreign Language	1	N/A
Mathematics	2	N/A
Science	3	N/A
Social Science	4	N/A
All courses	17	13.3%

Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

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. This is in addition to two non-student days and weekly late-start meetings, which are scheduled each year for professional learning activities. 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, standards-based curriculum with depth and complexity. Teachers continue to learn and develop best practices that enhance their engagement in the Cycle for Effective Instruction, permitting them to more effectively design instruction and supports that 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 Professional Learning Communities (PLCs).

A site level Professional Development Team assesses needs and designs targeted training. Loara High School's current professional development focus is the implementation of the most current state adopted standards across all disciplines, development of a school-wide Writing Journey, and the delivery of first best instruction. Mandatory professional development on relevant topics is offered on campus during Tuesday late-start days, and voluntary professional development is offered during conference periods. District-level professional development on a variety of related topics is provided during regular school hours and beyond the school day. Furthermore, Loara teachers engage 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.