

Loara High School

School Accountability Report Card

Reported Using Data from the 2011-12 School Year

Published During 2012-13

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 2012-13)

School Contact Information	
School Name	Loara High School
Street	1765 West Cerritos Avenue
City, State, Zip	Anaheim, CA 92804-6103
Phone Number	(714) 999-3677
Principal	John Briquelet
E-mail Address	briquelet_jo@auhsd.us
CDS Code	30664313033784

District Contact Information	
District Name	Anaheim Union High School District
Phone Number	(714) 999-3511
Web Site	www.auhsd.us
Superintendent	Elizabeth I. Novack, Ph.D.
E-mail Address	webmaster@auhsd.k12.ca.us

School Description and Mission Statement (School Year 2011-12)

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

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

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

- 1) If we collaborate within PLCs to engage fully in the cycle for effective instruction, we will infuse our classrooms with appropriate rigor, greater relevance, and positive relationships.
- 2) If we study and implement research-proven instructional strategies with fidelity, we will improve our instructional efficacy and enhance student performance.
- 3) If we continuously monitor and assess our instructional efforts through the collection and analysis of timely and relevant data, we will more effectively design and refine instruction and interventions for all three tiers of the Response to Instruction and Intervention (RtI2) model, and optimize our use of vital material, fiscal and human resources.
- 4) If we provide students, parents and staff with a safe, orderly and welcoming school environment, we will improve their sense of security, feelings of connectedness, and ability to improve academic achievement.
- 5) If we improve communication between stakeholders regarding student progress and encourage participation in the education process, we will strengthen our efforts to ensure student success.

Opportunities for Parental Involvement (School Year 2011-12)

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 also 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. 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 has been scheduled for December 2012, to inform them about the California High School Exit Exam (CAHSEE), its impact upon their students, and how they can work with the staff to promote their students' academic success. In March of 2013, Loara will begin offering parenting classes through Disciplina Positiva to support parents in maintaining a structured and nurturing home environment.

Student Enrollment by Grade Level (School Year 2011-12)

Grade Level	Number of Students
Grade 9	671
Grade 10	720
Grade 11	716
Grade 12	634
Total Enrollment	2,741

Student Enrollment by Group (School Year 2011-12)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	2.2	White	10.5
American Indian or Alaska Native	0.3	Two or More Races	1.1
Asian	8.5	Socioeconomically Disadvantaged	70.3
Filipino	2.8	English Learners	51.7
Hispanic or Latino	73.5	Students with Disabilities	8.3
Native Hawaiian/Pacific Islander	1.1		

Average Class Size and Class Size Distribution (Secondary)

Subject	2009-10				2010-11				2011-12			
	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	32.4	9	19	49	41.5	6	12	75	37	12	12	68
Mathematics	33.3	4	19	46	42.9	9	4	60	43.6	12	5	70
Science	34.4	2	17	36	45.9	0	4	55	42.1	1	3	58
Social Science	36.1	2	9	37	52.4	4	0	50	45.8	10	1	52

* 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 2011-12)

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 by the Staff, School Site Council, and PTSA on an annual basis. The plan will be reviewed and revised once again by February of 2013. The current Loara High School plan was last analyzed and revised by the Leadership Team in October 2011.

Suspensions and Expulsions

Rate*	School			District		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Suspensions	8.12	6.08	2.85	12.3	10.01	4.55
Expulsions	0.67	0.55	0.55	0.97	0.70	0.52

* 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 2012-13)

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 2012

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

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

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

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

The most recent site inspection was completed on October 12, 2012.

School Facility Good Repair Status (School Year 2012-13)

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]	[]	[]	Peeling paint in Room 452.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[]	[X]	[]	[]	Bird dropping problem upstairs by elevator.
Electrical: Electrical	[]	[X]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[X]	[]	[]	Drinking fountain outside east speedline is not working.
Safety: Fire Safety, Hazardous Materials	[]	[X]	[]	[]	Fire extinguisher is missing.
Structural: Structural Damage, Roofs	[]	[X]	[]	[]	

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[X]	[]	[]	No panic hardware on auditorium lobby doors. Many areas have dead grass on fields.
Overall Rating	[]	[X]	[]	[]	

V. Teachers

Teacher Credentials

Teachers	School			District
	2009-10	2010-11	2011-12	2011-12
With Full Credential	104	104	98	1,281
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	12	6	0	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2010-11	2011-12	2012-13
Misassignments of Teachers of English Learners	3	2	0
Total Teacher Misassignments	3	2	0
Vacant Teacher Positions	0	0	0

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

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2011-12)

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 Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100	0
All Schools in District	100	0
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	N/A	N/A

* 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 2011-12)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	4	685
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	.5	---
Library Media Services Staff (Paraprofessional)	1	---
Psychologist	1.2	---
Social Worker	0	---
Nurse	0.16	---
Speech/Language/Hearing Specialist	1	---
Resource Specialist	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 2012-13)

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: August 2009

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 indepth training on the instructional materials and the ancillary materials that accompany the basic textbook material. Ancillary materials support both the language needs and the learning needs of students.

This information was collected in November 2012.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
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

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
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
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 2010-11)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$6,029	\$1,272	\$4,757	\$82,922
District	---	---	\$5,475	\$81,535
Percent Difference: School Site and District	---	---	-13.10%	1.70%
State	---	---	\$5,425	\$67,932
Percent Difference: School Site and State	---	---	-12.31%	22.07%

* **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 2011-12)

This section provides specific information about the types of programs and services available at the school that support and assist 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, and Perkins.

Title I:

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

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

EIA/LEP:

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

Perkins:

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

Teacher and Administrative Salaries (Fiscal Year 2010-11)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,634	\$42,660
Mid-Range Teacher Salary	\$84,860	\$69,198
Highest Teacher Salary	\$97,693	\$88,943
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)	\$122,243	\$121,140
Average Principal Salary (High)	\$135,376	\$127,707
Superintendent Salary	\$236,654	\$202,123
Percent of Budget for Teacher Salaries	39%	36%
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	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
English-Language Arts	42	38	44	48	49	54	52	54	56
Mathematics	24	28	27	31	35	37	48	50	51
Science	42	51	50	53	58	64	54	57	60
History-Social Science	38	40	38	46	49	51	44	48	49

* 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	54	37	64	51
All Student at the School	44	27	50	38
Male	41	30	53	41
Female	47	23	48	35
Black or African American	47	15	40	42
American Indian or Alaska Native				
Asian	66	57	70	66
Filipino	64	38	60	59
Hispanic or Latino	39	22	47	31
Native Hawaiian/Pacific Islander	48	38		67
White	56	30	62	52
Two or More Races				
Socioeconomically Disadvantaged	40	26	47	34
English Learners	10	13	13	7
Students with Disabilities	25	26	17	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		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
English-Language Arts	44	53	45	49	58	53	54	59	56
Mathematics	52	48	52	52	55	58	54	56	58

* 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	47	24	29	42	34	23
All Students at the School	55	23	22	48	33	19
Male	59	22	18	47	33	21
Female	51	24	25	50	33	17
Black or African American	65	12	24	61	33	6
American Indian or Alaska Native						
Asian	28	25	47	17	35	48
Filipino	44	25	31	44	31	25
Hispanic or Latino	60	22	18	53	31	15
Native Hawaiian/Pacific Islander						
White	35	32	32	31	47	23
Two or More Races						
Socioeconomically Disadvantaged	60	21	19	52	30	18
English Learners	94	5	2	84	12	4
Students with Disabilities	95	3	2	90	10	0
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 Physical Fitness Test Results (School Year 2011-12)

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	19.8	24.2	27.9

* 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	2009	2010	2011
Statewide	4	5	4
Similar Schools	5	7	6

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

Group	Actual API Change		
	2009-10	2010-11	2011-12
All Students at the School	28	1	7
Black or African American			
American Indian or Alaska Native			
Asian	1	5	-8
Filipino			
Hispanic or Latino	33	-1	14
Native Hawaiian/Pacific Islander			
White	17	8	1
Two or More Races			
Socioeconomically Disadvantaged	28	-4	9
English Learners	28	-2	15
Students with Disabilities	64	-10	2

* "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 - 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API at the school, district, and state level.

Group	2012 Growth API					
	School		District		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	1,943	735	25,547	779	4,664,264	788
Black or African American	39	727	771	762	313,201	710
American Indian or Alaska Native	8		88	788	31,606	742
Asian	166	853	3,228	927	404,670	905
Filipino	62	813	1,103	889	124,824	869
Hispanic or Latino	1,447	713	16,793	733	2,425,230	740
Native Hawaiian/Pacific Islander	21	776	223	795	26,563	775
White	198	780	3,296	834	1,221,860	853
Two or More Races	0		4		88,428	849
Socioeconomically Disadvantaged	1,520	716	18,105	742	2,779,680	737
English Learners	1,022	659	11,909	698	1,530,297	716
Students with Disabilities	187	509	2,573	555	530,935	607

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 2011-12)

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)	No	No

Federal Intervention Program (School Year 2012-13)

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 4	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		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Dropout Rate (1-year)	5.2	7.2	6.6	5.3	10.2	12.3	5.7	16.6	14.4
Graduation Rate	87.32	92.14	88.97	84.57	88.68	82.52	78.59	80.53	76.26

* 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 2011-12 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 2012		
	School	District	State
All Students	85.4%	87.8%	---
Black or African American	66.7%	85.2%	---
American Indian or Alaska Native	na	100%	---
Asian	98.4%	97.2%	---
Filipino	100%	96.8%	---
Hispanic or Latino	82.4%	83.8%	---
Native Hawaiian/Pacific Islander	87.5%	90.2%	---
White	91.3%	92.6%	---
Two or More Races	na	na	---
Socioeconomically Disadvantaged	83.3%	82.7%	---
English Learners	67%	65.9%	---
Students with Disabilities	70.9%	77.2%	---

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

Career Technical Education Programs (School Year 2011-12)

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, which suit the needs, interests, and demands of its diverse student body. During the 2011-12 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 2011-12)

Measure	CTE Program Participation
Number of pupils participating in CTE	759
% of pupils completing a CTE program and earning a high school diploma	97.3%
% of CTE courses sequenced/articulated between the school/institutions of postsecondary education	100%

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

UC/CSU Course Measure	Percent
2011-12 Students Enrolled in Courses Required for UC/CSU Admission	60.8
2010-11 Graduates Who Completed All Courses Required for UC/CSU Admission	36.4

Advanced Placement Courses (School Year 2011–12)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	---
English	4	---
Fine and Performing Arts	0	---
Foreign Language	0	---
Mathematics	3	---
Science	2	---
Social Science	2	---
All courses	11	2.1

* Where there are student course enrollments.

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, and data reporting, etc.)?

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

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

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

Loara teachers will be engaging in four Learning Walks during the 2012-13 school year, as a form of ongoing professional development.

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