Loara High School
School Accountability Report Card
Reported Using Data from the 2017-18 School Year
Published During 2018-19

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 2018-19)

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 2018-19)

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 collaborates within a Professional Learning Community to engage fully in the Cycle for Effective Instruction, thereby infusing all classrooms with the 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, Focus Groups, 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 Emet 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, Dual enrollment, 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 (SLOs)--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 2017-18)

Grade Level	Number of Students
Grade 9	520
Grade 10	526
Grade 11	522
Grade 12	495
Total Enrollment	2,063

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	1.4
American Indian or Alaska Native	0.2
Asian	9.5
Filipino	3.5
Hispanic or Latino	76.9
Native Hawaiian or Pacific Islander	0.9
White	4.4
Socioeconomically Disadvantaged	85.8
English Learners	26.1
Students with Disabilities	12.9
Foster Youth	0.6

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	91	85	80	1199
Without Full Credential	0	1	0	18
Teaching Outside Subject Area of Competence (with full credential)	4	0	10	146

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	1	0	0
Total Teacher Misassignments *	4	0	0
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: July 2018

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 October 2015.

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 2018-19. 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 2018-19. There is one textbook available per student.	Yes	0
History-Social Science	History/Social science textbooks were adopted in 2018-19. There is one textbook available per student.	Yes	0
Foreign Language	Foreign language textbooks are adopted as needed by course. Several courses adopted new textbooks in 2016-17, and supplemental books continue to be adopted each year. There is one textbook available per student.	Yes	0
Health	Health textbooks were adopted in 2016-17. There is one textbook available per student.	Yes	0
Visual and Performing Arts	Visual and performing arts students have access to course appropriate textbooks and instructional materials.	Yes	0

Subject	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

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 November 3, 2018.

School Facility Good Repair Status (Most Recent Year)
Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: November 3, 2018		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: November 3, 2018		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Poor	Roof leaks at various locations. Deficiencies are included in the ongoing District Project List.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: November 3, 2018	
Overall Rating	**Good**

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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); 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
Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	50.0	44.0	46.0	44.0	48.0	50.0
Mathematics (grades 3-8 and 11)	20.0	17.0	28.0	27.0	37.0	38.0

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.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	500	489	97.80	43.97
Male	273	265	97.07	39.62
Female	227	224	98.68	49.11
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	55	55	100.00	70.91
Filipino	21	21	100.00	52.38
Hispanic or Latino	377	369	97.88	37.67
Native Hawaiian or Pacific Islander	--	--	--	--
White	21	20	95.24	70.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	434	423	97.47	41.61
English Learners	164	159	96.95	13.21
Students with Disabilities	59	58	98.31	3.45
Foster Youth	--	--	--	--

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	500	489	97.8	16.77
Male	273	264	96.7	17.8
Female	227	225	99.12	15.56
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	55	55	100	41.82
Filipino	21	21	100	38.1
Hispanic or Latino	377	369	97.88	11.65
Native Hawaiian or Pacific Islander	--	--	--	--
White	21	20	95.24	25
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	433	422	97.46	14.93
English Learners	164	160	97.56	4.38

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Students with Disabilities	59	58	98.31	0
Foster Youth	--	--	--	--

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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
Grades Five, Eight, and Ten

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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

Career Technical Education Programs (School Year 2017-18)

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 2017-18 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 2017-18)

Measure	CTE Program Participation
Number of pupils participating in CTE	126
% of pupils completing a CTE program and earning a high school diploma	89.29%
% 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
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	99.6
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	37.7

State Priority: Other Pupil Outcomes

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

• Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	**Five of Six Standards**	**Six of Six Standards**
9	22.2	19.7	19.5

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 State priority: Parental Involvement (Priority 3):

• Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2018-19)

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 School 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 16-17 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. In addition, a parent leadership academy and other parent education courses were offered. College application and financial aid informational nights were held for parents as well as students.

State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Dropout Rate	5.7	5.0	7.9	7.3	6.3	6.8	10.7	9.7	9.1
Graduation Rate	92.1	92.5	87.7	87.3	88.6	86.2	82.3	83.8	82.7

For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Group	Graduating Class of 2017		
	School	District	State
All Students	86.3	87.7	88.7
Black or African American	76.9	91.0	82.2
American Indian or Alaska Native	100.0	84.6	82.8
Asian	93.0	98.8	94.9
Filipino	86.4	93.3	93.5
Hispanic or Latino	85.6	84.3	86.5
Native Hawaiian/Pacific Islander	100.0	100.0	88.6
White	82.9	90.3	92.1
Two or More Races	100.0	89.6	91.2
Socioeconomically Disadvantaged	93.3	93.3	88.6
English Learners	64.3	58.7	56.7
Students with Disabilities	65.6	68.9	67.1
Foster Youth	100.0	66.7	74.1

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	4.3	4.6	5.0	5.6	5.8	4.8	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

School Safety Plans are reviewed, discussed, and updated on an annual basis. Input is gathered from staff, students, and community resource groups along with the School Site Council in order to determine any needed changes. The Anaheim 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.

Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16				2016-17				2017-18			
	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	30.0	16	16	53	28.0	19	22	40	28.0	20	20	39
Mathematics	32.0	12	6	49	26.0	11	3	16	29.0	14	14	37
Science	31.0	9	5	44	31.0	11	4	43	29.0	11	16	30
Social Science	30.0	11	6	43	29.0	12	10	38	30.0	11	10	34

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 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	4	491
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	1.5	N/A
Social Worker	1	N/A
Nurse	.4	N/A
Speech/Language/Hearing Specialist	1.5	N/A
Resource Specialist (non-teaching)	0	N/A
Other		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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$11,177	$3,158	$8,019	$94,395
District	N/A	N/A	$8,163	$94,805
Percent Difference: School Site and District	N/A	N/A	-1.8	1.3
State	N/A	N/A	$7,125	$85,815
Percent Difference: School Site and State	N/A	N/A	19.8	13.1

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

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 postsecondary 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 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$51,328	$50,747
Mid-Range Teacher Salary	$93,402	$86,127
Highest Teacher Salary	$110,430	$106,915
Average Principal Salary (Elementary)	$0	
Average Principal Salary (Middle)	$137,581	$136,636
Average Principal Salary (High)	$152,510	$150,286
Superintendent Salary	$260,000	$238,058
Percent of Budget for Teacher Salaries	36.0	34.0
Percent of Budget for Administrative Salaries	4.0	5.0

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 2017-18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	5	N/A
Fine and Performing Arts	4	N/A
Foreign Language	0	N/A
Mathematics	3	N/A
Science	5	N/A
Social Science	7	N/A
All courses	24	14.8

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 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. Teachers and administrators are given many opportunities to examine current instructional programs and strategies and realign with state curriculum performance and content standards. Research-based instructional strategies are reviewed and implemented.

In addition to what the district provides, Anaheim High School has weekly professional development opportunities on Tuesday's late start days. The time is utilized by departments, specialized programs, and cross-curricular articulation. All educational staff is involved in a variety of workshops and conferences