

Los Alamitos Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

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

School Contact Information (School Year 2019-20)

| Entity | Contact Information |
|--|---|
| School Name | Los Alamitos Elementary School |
| Street | 10862 Bloomfield St. |
| City, State, Zip | Los Alamitos CA 90720 |
| Phone Number | (714) 816-3300 |
| Principal | Gary Willems |
| Email Address | gwillems@losal.org |
| Website | http://www.losal.org/lae |
| County-District-School (CDS) Code | 30739246029060 |

| Entity | Contact Information |
|----------------|--------------------------------------|
| District Name | Los Alamitos Unified School District |
| Phone Number | (562) 799-4700 |
| Superintendent | Andrew Pulver |
| Email Address | webmaster@losal.org |
| Website | www.losal.org |

School Description and Mission Statement (School Year 2019-20)

Los Alamitos Elementary Schools Vision is to have all students learn in a safe, supportive, challenging environment that empowers them to become life-long learners, as well as responsible, productive citizens with positive character traits. Staff, parents, and members of the community work together in a committed partnership to ensure that the academic, social, emotional, and physical needs of all children are met with SUCCESS.

Our mission is to achieve SUCCESS:

S - Skillfully instruct all students to mastery through a balanced curriculum including the arts and technology

U - Use appropriate standards-based assessments

C - Carefully identify students at-risk

C - Collaborate and communicate often

E - Ensure all students have the opportunity to have their social and emotional needs met

S - Support healthy habits

S - Seek to continuously learn, grow, and improv

Student Enrollment by Grade Level (School Year 2018-19)

| Grade Level | Number of Students |
|------------------|--------------------|
| Kindergarten | 126 |
| Grade 1 | 122 |
| Grade 2 | 119 |
| Grade 3 | 127 |
| Grade 4 | 118 |
| Grade 5 | 116 |
| Total Enrollment | 728 |

Student Enrollment by Group (School Year 2018-19)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 3.8 |
| Asian | 16.2 |
| Filipino | 3 |
| Hispanic or Latino | 36 |
| Native Hawaiian or Pacific Islander | 1.4 |
| White | 29.3 |
| Two or More Races | 10.2 |
| Socioeconomically Disadvantaged | 28.4 |
| English Learners | 6.9 |
| Students with Disabilities | 10.2 |
| Foster Youth | 0.1 |
| Homeless | 2.2 |

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 2017-18 | School 2018-19 | School 2019-20 | District 2019-20 |
|--|----------------|----------------|----------------|------------------|
| With Full Credential | 32 | 33 | 33 | |
| Without Full Credential | 0 | 0 | 0 | |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2017-18 | 2018-19 | 2019-20 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments* | 0 | 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 2019-20)

Year and month in which data were collected: 11/2019

Los Alamitos Unified School District sets a high priority upon ensuring that high quality, standards-based textbooks and materials are available for every student to support instructional programs in the schools. Prior to adoption, the Los Alamitos Unified School District conducts a thorough review of its curriculum to ensure that it is aligned with the State Frameworks and high academic standards. Under California law, the State Board of Education reviews K-8 textbooks and other instructional materials and then adopts those meeting specific quality standards. In the Los Alamitos Unified School District, textbooks considered for adoption are carefully reviewed by a committee of teachers and administrators. The most promising programs are piloted using established criteria and guidelines. The recommended books are then approved by the Los Alamitos Unified School District Board of Education. To receive State instructional funds, the Los Alamitos Unified School District ensures that it has fully complied with the requirements of Education Code Section 60119. The District has also conducted an annual public hearing ensuring the sufficiency of instructional materials. Each school maintains a library/media center which is supported by District.

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---|--|----------------------------|--|
| Reading/Language Arts | District Adoption Date of Textbooks/Materials 1 Textbook Per Student Enrolled: 2002 | Yes | 0 |
| Mathematics | District Adoption Date of Textbooks/Materials 1 Textbook Per Student Enrolled: 2015/2016 | Yes | 0 |
| Science | District Adoption Date of Textbooks/Materials 1 Textbook Per Student Enrolled: 2002 | Yes | 0 |
| History-Social Science | District Adoption Date of Textbooks/Materials 1 Textbook Per Student Enrolled: 2007/2018 | Yes | 0 |
| Foreign Language | District Adoption Date of Textbooks/Materials 1 Textbook Per Student Enrolled: 2001-2005 | Yes | 0 |
| Health | District Adoption Date of Textbooks/Materials 1 Textbook Per Student Enrolled: 2004 | Yes | 0 |
| Visual and Performing Arts | District Adoption Date of Textbooks/Materials 1 Textbook Per Student Enrolled: 2008 | Yes | 0 |
| Science Laboratory Equipment (grades 9-12) | District Adoption Date of Textbooks/Materials 1 Textbook Per Student Enrolled: 2005 | Yes | 0 |

School Facility Conditions and Planned Improvements (Most Recent Year)

The Los Alamitos Unified School District has always emphasized the importance of a clean, safe environment for learning. The environment of each campus is a matter of pride for students, staff and parents. Several schools have planted individual gardens, organized workrooms, and planned workdays for students and parents to enhance the facility. To ensure that our facilities are in good repair condition, custodians at each site perform monthly inspections and the District maintenance crew places safety as the number one priority. Los Alamitos Elementary School was built in 1952. Overall, the school is in very good condition. It is clean and well maintained. Voters within the District boundaries approved a local bond in 2008. Due to the passage of the Measure K Bond in 2008, all school sites within the District were modernized. The modernization work included the installation of new roofs, electrical, HVAC, plumbing, fire alarm and data systems. The doors, windows and flooring were replaced along with all new restroom fixtures. Modernization began at Los Alamitos Elementary School in June of 2010 and concluded in August of 2011 resulting in new infrastructure and the modernization of all buildings.

In the summer of 2020-2021 Los Alamitos Elementary School will be at the 10 year mark of being modernized with Measure K. LAE will be redoing the parking lot, blacktop/recess area, adding a bathroom with staff and students restrooms, and repainting the school and roof. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

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

Year and month of the most recent FIT report: 10/2014

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|---|------------------|--|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Good | |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | Good | Gopher holes were observed in field play area. The situation has been corrected under work order #6688. |
| Electrical: Electrical | Good | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | Good | |
| Safety: Fire Safety, Hazardous Materials | Good | |
| Structural: Structural Damage, Roofs | Good | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | Good | Swing set missing seat and chains repaired under work order #5643. Cushioning material under play equipment is scheduled for roto tilling during the winter break. |
| Overall Rating | Exemplary | |

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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 70 | 81 | 82 | 84 | 50 | 50 |
| Mathematics (grades 3-8 and 11) | 77 | 79 | 74 | 74 | 38 | 39 |

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 2018-19)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|-------------------------------------|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 347 | 343 | 98.85 | 1.15 | 81.34 |
| Male | 173 | 171 | 98.84 | 1.16 | 77.78 |
| Female | 174 | 172 | 98.85 | 1.15 | 84.88 |
| Black or African American | 18 | 18 | 100.00 | 0.00 | 66.67 |
| American Indian or Alaska Native | | | | | |
| Asian | 53 | 52 | 98.11 | 1.89 | 96.15 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 127 | 127 | 100.00 | 0.00 | 75.59 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| White | 98 | 96 | 97.96 | 2.04 | 81.25 |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| Two or More Races | 37 | 36 | 97.30 | 2.70 | 88.89 |
| Socioeconomically Disadvantaged | 100 | 100 | 100.00 | 0.00 | 75.00 |
| English Learners | 34 | 33 | 97.06 | 2.94 | 69.70 |
| Students with Disabilities | 24 | 21 | 87.50 | 12.50 | 57.14 |
| Students Receiving Migrant Education Services | | | | | |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |

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 2018-19)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 347 | 343 | 98.85 | 1.15 | 78.72 |
| Male | 173 | 171 | 98.84 | 1.16 | 77.78 |
| Female | 174 | 172 | 98.85 | 1.15 | 79.65 |
| Black or African American | 18 | 18 | 100.00 | 0.00 | 61.11 |
| American Indian or Alaska Native | | | | | |
| Asian | 53 | 52 | 98.11 | 1.89 | 100.00 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 127 | 127 | 100.00 | 0.00 | 69.29 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| White | 98 | 96 | 97.96 | 2.04 | 82.29 |
| Two or More Races | 37 | 36 | 97.30 | 2.70 | 77.78 |
| Socioeconomically Disadvantaged | 100 | 100 | 100.00 | 0.00 | 69.00 |
| English Learners | 34 | 33 | 97.06 | 2.94 | 69.70 |
| Students with Disabilities | 24 | 21 | 87.50 | 12.50 | 52.38 |
| Students Receiving Migrant Education Services | | | | | |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---------------|------------------|---------------|----------------|--------------------|-------------------------|
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |

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

Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|---------------------------------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | N/A | N/A | N/A | N/A | N/A | N/A |

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 2018-19)

| Grade Level | Percentage of Students Meeting Four of Six Fitness Standards | Percentage of Students Meeting Five of Six Fitness Standards | Percentage of Students Meeting Six of Six Fitness Standards |
|-------------|--|--|---|
| 5 | 16.4 | 23.3 | 42.2 |

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 2019-20)

Los Alamitos Elementary School offers a variety of ways for parents to be involved at the school and in their students education.

Some ways parents are encouraged to be involved:

- PTA - The PTA, Parent Teacher Association, meets monthly and is involved in putting together and running events at LAE to promote community. Some of these events include Camp LAE, Movie Night, Carnival, Fundraisers, and many more events. The parents also help to support vital programs at LAE with the fundraising and revenue they bring into the school.
- FLAE - The Friends of LAE is a group of dedicated parents and community members that run fundraisers to pay for vital programs at LAE. FLAE supports the media center, maker-space, and technology improvements at LAE. 100% of the revenue generated from FLAE goes to support programs and technology at LAE.
- Room Coordinator - Parents are able to volunteer at anytime in their students rooms and the room coordinator helps to run special programs in the classroom that could not be completed by the teacher alone. Parent support in the classroom allows LAE teachers to focus on the educational goals of their students.
- DLAC/DAC - This is the advisory committee for our English Language Learners. This committee meets bi-monthly to promote the educational and intervention needs of our EL students.
- SSC - The School Site Council is a group of classified employees, certificated employees, administrators, community members, and parents that give input to LAE on how best to direct our interventions and school safety plans to ensure students safety and academic success.
- Facilities and Maintenance Advisory Committee - This committee gives input to the school and the district on facility needs and improvement plans.
- PBIS Team - We invite parents to join us as we transition to a new behavior system aligned with PBIS (Positive Behavior Intervention Support)

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 2016-17 | School 2017-18 | School 2018-19 | District 2016-17 | District 2017-18 | District 2018-19 | State 2016-17 | State 2017-18 | State 2018-19 |
|--------------------|-------------------|-------------------|-------------------|---------------------|---------------------|---------------------|------------------|------------------|------------------|
| Suspensions | 1.4 | 2.0 | 1.3 | 1.7 | 2.3 | 2.1 | 3.6 | 3.5 | 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 2019-20)

MISSION STATEMENT

Students will thrive in a caring, respectful, and encouraging environment where they demonstrate academic excellence and develop unique talents in preparation for their future goals socially and academically.

VISION STATEMENT

Los Alamitos Elementary will:

1. provide a safe, orderly, and secure environment conducive to learning.
2. create a school in which pupils will attend regularly and be safe from both physical and social-psychological harm.
3. work collaboratively with the school office and school board to identify, establish and use strategies and programs to comply with school safety laws.
4. develop a plan to work cooperatively and collaboratively with parents, pupils, teachers, administrators, counselors and community agencies, including law enforcement, to provide a safe and orderly school and neighborhood.
5. will develop an academic program that will focus on high expectations of pupil performance and behavior in all aspects of the school experience.
6. work collaboratively with the middle schools within the district to assist in a smooth transition from one school level to another.
7. solicit the participation, views, and advice of teachers, parents, Principal, and community members and use this information to promote the safety of our pupils, staff and community.

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.

Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2016-17 | 2016-17 | 2016-17 | 2016-17 | 2017-18 | 2017-18 | 2017-18 | 2017-18 | 2018-19 | 2018-19 | 2018-19 | 2018-19 |
|-------------|--------------------|----------------------------|-----------------------------|---------------------------|--------------------|----------------------------|-----------------------------|---------------------------|--------------------|----------------------------|-----------------------------|---------------------------|
| | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ |
| K | 24 | | 5 | | 23 | | 6 | | 21 | 1 | 5 | |
| 1 | 22 | | 5 | | 24 | | 4 | | 24 | | 5 | |
| 2 | 23 | | 5 | | 22 | 1 | 5 | | 23 | | 5 | |
| 3 | 24 | | 5 | | 23 | | 5 | | 24 | | 5 | |
| 4 | 33 | | 1 | 2 | 34 | | | 3 | 33 | | | 3 |
| 5 | 32 | | 2 | 2 | 28 | 1 | 1 | 3 | 33 | | 1 | 3 |
| Other** | | | | | | | | | 9 | 2 | | |

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

| Title | Ratio |
|----------------------|-------|
| Academic Counselors* | .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.

Student Support Services Staff (School Year 2018-19)

| Title | Number of FTE* Assigned to School |
|---|--------------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | |
| Social Worker | |
| Speech/Language/Hearing Specialist | 2.0 |
| Resource Specialist (non-teaching) | 1.0 |
| Other | 2.2 |

*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 2017-18)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | 4960 | 433 | 4527 | 80581 |
| District | N/A | N/A | \$5,773 | \$101,506.00 |
| Percent Difference - School Site and District | N/A | N/A | -21.6 | -3.5 |
| State | N/A | N/A | \$7,506.64 | \$78,059.00 |
| Percent Difference - School Site and State | N/A | N/A | -3.5 | 18.9 |

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 2018-19)

The types of services funded include: expenditures for instructional programs including regular and special education, categorical programs, instructional support, and pupil services. Additional expenditures include general and administrative support, plant maintenance and operations, data processing, and facilities. Budget copies are available at all school sites and the local libraries.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$51,665 | \$49,084 |
| Mid-Range Teacher Salary | \$96,799 | \$76,091 |
| Highest Teacher Salary | \$123,482 | \$95,728 |
| Average Principal Salary (Elementary) | \$137,934 | \$118,990 |
| Average Principal Salary (Middle) | \$159,830 | \$125,674 |
| Average Principal Salary (High) | \$159,746 | \$137,589 |
| Superintendent Salary | \$286,925 | \$230,096 |
| Percent of Budget for Teacher Salaries | 38% | 35% |
| Percent of Budget for Administrative Salaries | 4% | 6% |

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

Professional Development (Most Recent Three Years)

| Measure | 2017-18 | 2018-19 | 2019-20 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | | | |

The primary areas of focus for staff development are the District's Signature Practices: Cognitively Guided Instruction (CGI), Readers & Writers Workshop, Reading Foundations for the Common Core (RFCC), Thinking Maps and Depth and Complexity. Student data is collected via District benchmarks and various formal assessments, such as CAASPP and Fountas & Pinnel Leveled Reading Assessments, to determine instructional needs for teachers. The District provides annual training to ensure accurate calibration in the administration of reading and mathematics assessments in order to assess site vs. district-wide areas of concerns.

Professional development is delivered by way of release time for teachers in the all of the Signature Practices. Teachers new to the Los Alamitos Unified School District are placed on a five-year professional development plan. Teachers are placed into cohorts according to the number of years with the District and attend professional development sessions. Teachers are also released to attend pre-approved workshops and conferences with the expectation of disseminating their findings by way of instructional networking. The District also provides content specific training when needed by departments or grade level teams.

Teachers are supported through on-going, in-class coaching by District TOSAs. Site administrators provide regular, ongoing feedback by conducting classroom observations, setting individual goals for teachers, and by providing time for teachers to collaborate and review data within grade level teams, subject teams and departments. Teachers are provided opportunities to participate in instructional networking where teachers observe other teachers and debrief on the instructional strategies employed within the lesson. The practice of instructional networking is cross-curricular and non-evaluative.