

Los Alamitos High 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 High School
Street	3591 Cerritos Avenue
City, State, Zip	Los Alamitos, CA 90720-2414
Phone Number	562-799-4780
Principal	Chris Vlastic
Email Address	gstone@losal.org
Website	http://www.losal.org/site/default.aspx?domainid=68
County-District-School (CDS) Code	30739243033917

Entity	Contact Information
District Name	Los Alamitos Unified School District
Phone Number	562-799-4700
Superintendent	Andre Pulver, Ed.D.
Email Address	skropp@losal.org
Website	www.losal.org

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

Located in the coastal area of western Orange County, Los Alamitos High School is the only comprehensive high school in the Los Alamitos Unified School District. The school serves the communities of Los Alamitos, Seal Beach, Rossmoor, Surfside, and geographically adjacent areas in the cities of Long Beach and Cypress. In addition, we have over one thousand students attending the school on inter-district permits from other districts throughout Orange and Los Angeles Counties. This is principally a bedroom community. Socioeconomically, Los Alamitos High School students range from lower middle to upper middle income levels.

School-community ownership in Los Alamitos High School began in 1980 with a popular election to join Los Alamitos and Seal Beach elementary school districts, along with Los Alamitos High School, to form a unified K-12 district. Thus, Los Alamitos Unified School District was created. Prior to this unification, Los Alamitos High School was part of the Anaheim Union High School District.

Community members, parents, and staff worked together to plan a high school that would give students the educational experiences necessary to become successful and productive citizens. Over thirty years later, this philosophy continues to drive change at “Los Al.”

We have been honored nationally as an Exemplary School, and three times as a National Blue Ribbon School. Within the state of California, we are a three-time California Distinguished School and a Gold Ribbon School. We have received additional California Golden Bell recognition for our health curriculum, our fine arts program, and our human relations club, Griffins With A Mission (GWAM).

While we are proud of our past accomplishments and our school’s history, we are committed to continue the process of school improvement and growth so that *all* students will learn and succeed.

Mission Statement

Through a diversified and broad approach to the four A’s – Academics, Athletics, Arts, and Activities –, Los Alamitos High School provides a meaningful curriculum, in and out of the classroom, that guarantees all students the opportunities and resources to attain the skills, knowledge, and values necessary to analyze and respond as ethical, socially responsible, and productive members of society.

School Vision

Los Alamitos High School graduates will be independent, critical thinkers who demonstrate academic excellence along with a strong sense of ethics, integrity, and personal success in a global society.

Schoolwide Learner Outcomes (SLOs)

All students will be:

- **Academic Achievers** who:
 - demonstrate the ability to meet or exceed content standards across the curriculum.
 - read, write, speak, listen, and reason effectively.
 - are proficient in technological applications for educational and occupational goals.
 - are prepared to achieve postsecondary goals.

- **Complex Thinkers** who:
 - demonstrate critical and creative thinking.
 - exhibit a willingness to challenge themselves
 - analyze and problem solve effectively.

- **Self-Directed Learners** who:
 - recognize the importance of physical and mental well being as it relates to lifelong learning
 - set goals to maximize their potential
 - demonstrate practical skills including organization, studying, test-taking, time management, and perseverance.

- **Productive Citizens** who:
 - become active and informed citizens with a clear understanding of democratic values.
 - apply a global perspective to the process of making responsible choices.
 - develop an appreciation for other cultures, perspectives, values, and people with diverse abilities.
 - demonstrate responsibility and respect for others and display qualities of character such as honesty, integrity, and sportsmanship.

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

Grade Level	Number of Students
Grade 9	796
Grade 10	823
Grade 11	760
Grade 12	758
Total Enrollment	3,137

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	3.4
American Indian or Alaska Native	0.1
Asian	11.7
Filipino	3.6
Hispanic or Latino	25.9
Native Hawaiian or Pacific Islander	0.5
White	48.8
Two or More Races	5.8
Socioeconomically Disadvantaged	16.8
English Learners	1.1
Students with Disabilities	5.5
Foster Youth	0.1
Homeless	0.2

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	127	123	128	
Without Full Credential	0	3	1	
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 California Standards for the Common Core. 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: 2002/2016	Yes	0
Mathematics	District Adoption Date of Textbooks/Materials 1 Textbook Per Student Enrolled: 2001/2008/2015	Yes	0
Science	District Adoption Date of Textbooks/Materials 1 Textbook Per Student Enrolled: 2002/2011/2013	Yes	0
History-Social Science	District Adoption Date of Textbooks/Materials 1 Textbook Per Student Enrolled: 2007/'2009/2013/2015/2018	Yes	0
Foreign Language	District Adoption Date of Textbooks/Materials 1 Textbook Per Student Enrolled: 2001-2005/2013	Yes	0
Health	District Adoption Date of Textbooks/Materials 1 Textbook Per Student Enrolled: 2004/2018	Yes	0
Visual and Performing Arts	District Adoption Date of Textbooks/Materials 1 Textbook Per Student Enrolled: 2008/2013/2014	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 High School was built in 1969. Overall, the school is in 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, and data systems. The doors, windows, and flooring were replaced along with all new restroom fixtures. During the summer of 2016, the fire alarm system was completely revamped. The prior summer there was extensive work done to the student common areas to expand walkways and add additional student seating throughout the campus. 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: 11/3/2017

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	HVAC system replaced in building 100 summer 2015. HVAC system replaced in the PAC in summer 2016.
Interior: Interior Surfaces	Good	Theater seats refurbished and reupholstered summer 2015.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	Electrical infrastructure upgrade began at the end of the @017-18 school year. It will continue through July 2019.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Gym and locker restrooms completed modernization summer 2013.
Safety: Fire Safety, Hazardous Materials	Good	New fire alarm system installed and completed summer 2016.

System Inspected	Rating	Repair Needed and Action Taken or Planned
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	<p>New synthetic track and field completed November 2013. Full exterior paint job completed during the summer of 2014. the main student parking lot and driveway was replaced during the summer of 2014. The front parking lot was repaired and slurry coated during the summer of 2014.</p> <p>Trenches from summer 2014 irrigation repair work compacted during the rains. Areas have been filled. The District performed limited field rehabilitation in the varsity softball and baseball fields. Work was performed December 2014 thru January 2015.</p>
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 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)	75	81	82	84	50	50
Mathematics (grades 3-8 and 11)	57	57	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	756	740	97.88	2.12	80.65
Male	351	347	98.86	1.14	73.41
Female	405	393	97.04	2.96	87.02
Black or African American	39	38	97.44	2.56	63.16
American Indian or Alaska Native	--	--	--	--	--
Asian	87	87	100.00	0.00	91.86
Filipino	23	23	100.00	0.00	86.96
Hispanic or Latino	185	183	98.92	1.08	75.41
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	362	350	96.69	3.31	81.71

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	54	53	98.15	1.85	83.02
Socioeconomically Disadvantaged	129	125	96.90	3.10	65.60
English Learners	13	13	100.00	0.00	38.46
Students with Disabilities	45	39	86.67	13.33	38.46
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	756	743	98.28	1.72	57.34
Male	351	348	99.15	0.85	56.90
Female	405	395	97.53	2.47	57.72
Black or African American	39	38	97.44	2.56	34.21
American Indian or Alaska Native	--	--	--	--	--
Asian	87	87	100.00	0.00	82.76
Filipino	23	23	100.00	0.00	69.57
Hispanic or Latino	185	183	98.92	1.08	40.98
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	362	353	97.51	2.49	60.06
Two or More Races	54	53	98.15	1.85	64.15
Socioeconomically Disadvantaged	129	125	96.90	3.10	40.00
English Learners	13	13	100.00	0.00	23.08
Students with Disabilities	45	41	91.11	8.89	19.51
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.

Career Technical Education Programs (School Year 2018-19)

Career Technical Education Programs (School Year 2017-18)

CTE Courses at LAHS include: Introduction to Engineering Design, Principles of Engineering, Computer Integrated Manufacturing ROP Child Development, ROP Careers with Children I-III, Sports Medicine, ROP Emergency Responder, ROP Fire Technology, Computer Applications, Media in Art, Contemporary Video, Photography, and Video Production. These courses are offered on the LAHS campus during the regular school day. Articulation credit/certification is available for students in ROP Careers with Children II, ROP Fire Technology, Photography and Contemporary Video.

Career Technical Education Participation (School Year 2018-19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	720
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	67.3
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

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

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	99.84
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	76.58

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
9	9.6	23.2	59.8

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)

A major contribution to the overall success at Los Alamitos High School is the positive involvement of the school community in the leadership of the school. Being a School-Based Coordinated Program, Los Alamitos High School operates on a shared decision-making model. Committees such as PTSA, School Site Council, Attendance Committee, Curriculum Steering Committee, Educational Foundation, Student Welfare and Safety Committee, Operations Steering Committee, DELAC, DAC, Dress Code Committee, GATE Committee, and the Bullying Task Force provide input to school and district decisions. Many Booster Clubs for performing groups, academic groups, and athletic groups also support our activities and athletic programs. Our Grad Nite Committee and A Taste of Los Al support overall school groups and climate. All of these groups provide avenues for parents, staff, and students to provide input into the decision-making process. Members of the business community contribute to the School-to-Career programs in an attempt to provide quality programs for our students. These include our Mentor Breakfast and Career Day. On site and within the district, the Leadership Council, Student Attendance Review Board, Communication Council, and Technology Committee provide vehicles for staff-administrative communication and decision-making. For more information about opportunities for parent involvement at Los Alamitos High School, please contact the school office (562) 799-4780, ext. 82201.

The Los Alamitos USD Educational Foundation (LAEF) is a community-based, non-profit organization which was formed in 1985. It consists of concerned community members working together to raise money to maintain and improve the quality of the schools of the Los Alamitos Unified School District. The Foundation has a commitment of fundraising for technology and other specialized projects. Contact information: Los Alamitos Educational Foundation, (562) 799-4700 x80424 or on the web at <http://www.laef4kids.org/>.

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 2015-16	School 2016-17	School 2017-18	District 2015-16	District 2016-17	District 2017-18	State 2015-16	State 2016-17	State 2017-18
Dropout Rate	0.8	0.5	0.6	0.8	0.5	0.6	9.7	9.1	9.6
Graduation Rate	98.3	97.8	97.6	98.4	97.8	97.6	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

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	2.2	2.8	3.6	1.7	2.3	2.1	3.6	3.5	3.5
Expulsions	0.1	0.1	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Each site has a Comprehensive Safe School Plan (CSSP), an Emergency Preparedness Plan, and a Crisis Intervention Plan. These three documents cover all aspects of campus safety. The plans are on file and available to all parents as well as the general public. The CSSP is reviewed and updated on an annual basis by the School Site Council and subsequently Board approved. The CSSP is also on file at the Orange County Department of Education. The goal is to ensure a healthy, safe and drug-free environment on all Los Alamitos Unified School District campuses.

Average Class Size and Class Size Distribution (Secondary)

Subject	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* 1-22	# of Classes* 23-32	# of Classes* 33+	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+
English	30	9	41	57	30	12	38	57	29	13	55	41
Mathematics	29	13	53	39	30	6	55	41	28	11	62	29
Science	31	4	30	43	33	1	23	50	31	7	33	35
Social Science	31	7	49	35	30	4	55	30	30	5	54	29

*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.

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

Title	Ratio
Academic Counselors*	522.8

*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)	6.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	3.0
Social Worker	
Speech/Language/Hearing Specialist	2.0
Resource Specialist (non-teaching)	.4
Other	1.0

*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.

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	5255	556	4699	77589
District	N/A	N/A	5773	\$101,506.00
Percent Difference - School Site and District	N/A	N/A	-18.6	-7.1
State	N/A	N/A	\$7,506.64	\$78,059.00
Percent Difference - School Site and State	N/A	N/A	0.2	14.5

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 District Office.

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

Category	District Amount	State Average For Districts In Same Category
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/>.

Advanced Placement (AP) Courses (School Year 2018-19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	13	N/A
Fine and Performing Arts	6	N/A
Foreign Language	7	N/A
Mathematics	7	N/A
Science	11	N/A
Social Science	27	N/A
All courses	71	33.9

Note: 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)

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: Thinking Maps and Depth and Complexity. Student data is collected via District benchmarks and various formal assessments, such as CAASPP and Illuminate, to determine instructional focus for teachers. Professional development is delivered by way of release time for teachers in 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. 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 Illuminate, to determine instructional focus 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 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 colleagues through Instructional Networking. 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.