

J. H. McGaugh Elementary School

2021 School Accountability Report Card



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fq/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 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).

California School Dashboard



The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2021-22 School Contact Information

School Name	J. H. McGaugh Elementary School
Street	1698 Bolsa Ave.
City, State, Zip	Seal Beach
Phone Number	5627994560
Principal	Dr. Issaic Gates
Email Address	igates@losal.org
School Website	https://mcgaugh.losal.org
County-District-School (CDS) Code	30739246030514

2021-22 District Contact Information

District Name	Los Alamitos Unified School District
Phone Number	562-799-4700 ext. 80401
Superintendent	Dr. Andrew Pulver
Email Address	webmaster@losal.org
District Website Address	www.losal.org/mcgaugh

2021-22 School Overview

J.H. McGaugh School's mission is to provide all students with a positive and challenging learning environment which empowers them to become responsible and productive citizens. At J.H. McGaugh School, we believe that students learn best when a supportive, rigorous, and enriched learning environment is provided. The teachers, staff, students and community are committed to the following school goals:

PROFESSIONAL LEARNING COMMUNITIES – Working together in grade level teams, across grade levels, and as a school to provide the best possible academic, artistic, social, and emotional experience for students. Teachers regularly spend time together sharing exemplary lessons, looking at the results of common assessments to guide instruction, planning instruction for their students, doing research, and discussing best practices. McGaugh administration is committed to supporting and fostering this collaboration.

INTERVENTION – Recognizing that if students are not learning in class, it is our responsibility to teach them using alternate methods and additional instructional time. This includes using regular assessments to identify students who are not meeting grade level standards and then providing intervention opportunities for these students *during* the instruction day via a Response-to-Instruction (RTI) model.

INCLUSION – Teaching, supporting, recognizing, and appreciating the large population of students with special needs that are part of our learning community. McGaugh hosts exemplary special programs that meet the needs of students at every level including academic, social, emotional, and behavioral. The McGaugh community seeks to integrate and naturally include students with special needs in the general school environment whenever possible.

LANGUAGE ARTS – McGaugh provides a comprehensive and balanced literacy program which includes skill development, a love for reading and literature, and language-rich activities. The Writer's Workshop model and research based best practices are implemented in all classrooms to support the development of writing. The Reader's Workshop model and comprehension strategies are used to create independent readers who use meta-cognition and expert level thinking to read and analyze texts. Thinking Maps and the Depth and Complexity Icons are used at all grade levels to support student writing and comprehensions skills.

2021-22 School Overview

MATHEMATICS – Providing a balanced program of skill acquisition through concrete experiences and problem solving strategies with an emphasis on real-life applications. Cognitively Guided Instruction (CGI) allows students to demonstrate and share their mathematical thinking, allowing the teacher to provide individualized and focused math instruction. The web-based MIND Spatial-Temporal (JiJi) curriculum uses adaptive and interactive mathematical modeling to increase students' conceptual and spatial understanding at all grade levels.

SCIENCE – Ensuring that all students demonstrate mastery of the state science content standards by providing hands-on, inquiry-based learning experiences that incorporate science process skills and the scientific method. Science journals are used by students to document and extend classroom learning. Technology is used to give students access to scientific experiences, models, and current academic research pertinent to their learning. Additionally, all students in grades TK-5 have access to the innovation lab where hands-on next-generation science experiments are offered.

THE ARTS – Continuing the school tradition of arts excellence including our exemplary school music program, our outstanding art studio and instruction, and our annual Pageant of the Arts which has been the gold standard for original, school-based artistic performances in Orange County for the past thirty-five years.

TECHNOLOGY – Increasing access and use of technology to enhance literacy and content knowledge while preparing students for life and careers in the 21st century. McGaugh's infrastructure has been upgraded to provide wireless access for students throughout the school. Each classroom is equipped with newly-installed short-throw projectors and accompanying document cameras. Teachers have access to six Chromebook carts, two iPad carts, and we have a 1:1 BYOD program in grade three through five. In addition, the campus has a 42-station desktop computer lab that is accessed by students in grades K-5 on a regular basis depending on grade level. McGaugh is also using several researched based software programs such as Reading Plus Intervention, MIND ST Math, and MIND Fluency to support and extend student learning.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	138
Grade 1	122
Grade 2	107
Grade 3	136
Grade 4	120
Grade 5	123
Total Enrollment	746

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Asian	7.4
Black or African American	2.9
Filipino	1.7
Hispanic or Latino	23.9
Native Hawaiian or Pacific Islander	1.2
Two or More Races	9
White	53.1
English Learners	2
Foster Youth	0.3
Homeless	0.5
Socioeconomically Disadvantaged	15.1
Students with Disabilities	16.2

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	
Unknown	
Total Teaching Positions	

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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 the District.

Year and month in which the data were collected

11/2020

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: 2015/16	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

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 insure 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. J.H. McGaugh was built in 1954. 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, fire alarm and data systems. The doors, windows and flooring were replaced along with all new restroom fixtures. The modernization of J.H. McGaugh Elementary School was completed in MONTH & YEAR. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

Year and month of the most recent FIT report

11/30/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	381	6	1.57	98.43	--
Female	172	2	1.16	98.84	--
Male	209	4	1.91	98.09	--
American Indian or Alaska Native	0	0	0	0	0
Asian	24	1	4.17	95.83	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	88	2	2.27	97.73	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	31	0	0	100	--
White	225	3	1.33	98.67	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	65	1	1.54	98.46	--
Socioeconomically Disadvantaged	63	3	4.76	95.24	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	62	6	9.68	90.32	--

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	381	6	1.57	98.43	--
Female	172	2	1.16	98.84	--
Male	209	4	1.91	98.09	--
American Indian or Alaska Native	0	0	0	0	0
Asian	24	1	4.17	95.83	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	88	2	2.27	97.73	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	31	0	0.00	100.00	--
White	225	3	1.33	98.67	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	65	1	1.54	98.46	--
Socioeconomically Disadvantaged	63	3	4.76	95.24	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	62	6	9.68	90.32	--

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Illuminate End-of-Year Assessment Student Groups	Illuminate End-of-Year Assessment Total Enrollment	Illuminate End-of-Year Assessment Number Tested	Illuminate End-of-Year Assessment Percent Tested	Illuminate End-of-Year Assessment Percent Not Tested	Illuminate End-of-Year Assessment Percent At or Above Grade Level
All Students	362	352	97.24%	2.76%	76.14%
Female	164	159	96.95%	3.05%	76.10%
Male	198	193	97.47%	2.53%	76.17%
American Indian or Alaska Native	0	0	NA	NA	NA

Asian	20	17	85.00%	15.00%	76.47%
Black or African American	7	6	85.71%	14.29%	83.33%
Filipino	2	2	100.00%	0.00%	50.00%
Hispanic or Latino	84	81	96.43%	3.57%	72.84%
Native Hawaiian or Pacific Islander	2	2	100.00%	0.00%	100.00%
Two or More Races	37	37	100.00%	0.00%	78.38%
White	210	207	98.57%	1.43%	76.81%
English Learners	8	6	75.00%	25.00%	33.33%
Foster Youth	3	3	100.00%	0.00%	66.67%
Homeless	3	1	33.33%	66.67%	0.00%
Military	51	50	98.04%	1.96%	62.00%
Socioeconomically Disadvantaged	63	58	92.06%	7.94%	68.97%
Students Receiving Migrant Education Services	0	0	NA	NA	NA
Students with Disabilities	61	52	85.25%	14.75%	42.31%

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Illuminate End-of-Year Assessment Student Groups	Illuminate End-of-Year Assessment Total Enrollment	Illuminate End-of-Year Assessment Number Tested	Illuminate End-of-Year Assessment Percent Tested	Illuminate End-of-Year Assessment Percent Not Tested	Illuminate End-of-Year Assessment Percent At or Above Grade Level
All Students	362	350	96.69%	3.31%	77.43%
Female	164	160	97.56%	2.44%	70.00%
Male	198	190	95.96%	4.04%	83.68%
American Indian or Alaska Native	0	0	NA	NA	NA
Asian	20	17	85.00%	15.00%	100.00%
Black or African American	7	7	100.00%	0.00%	71.43%
Filipino	2	2	100.00%	0.00%	50.00%
Hispanic or Latino	84	81	96.43%	3.57%	67.90%
Native Hawaiian or Pacific Islander	2	2	100.00%	0.00%	100.00%
Two or More Races	37	36	97.30%	2.70%	86.11%
White	210	205	97.62%	2.38%	78.05%
English Learners	8	6	75.00%	25.00%	50.00%
Foster Youth	3	3	100.00%	0.00%	33.33%
Homeless	3	2	66.67%	33.33%	50.00%
Military	51	49	96.08%	3.92%	61.22%

Socioeconomically Disadvantaged	63	58	92.06%	7.94%	58.62%
Students Receiving Migrant Education Services	0	0	NA	NA	NA
Students with Disabilities	61	51	83.61%	16.39%	45.10%

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	122	NT	NT	NT	NT
Female	56	NT	NT	NT	NT
Male	66	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	26	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	77	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	20	NT	NT	NT	NT
Socioeconomically Disadvantaged	27	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	14	NT	NT	NT	NT

B. Pupil Outcomes

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 area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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 regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

A strength at McGaugh School is the exceptional degree of community and parent involvement, including the PTA, Project SEEK, School Site Council, classroom volunteers, our partnership with the Seal Beach Naval Weapons Station, the support of the Seal Beach Police, and Business and Community Service Organizations. Despite COVID-19 restriction, McGaugh's Parent and community involvement thrive with all virtual community events such as Coffee with Principal, Math Night, Virtual Bingo Night, and Pie with the Principal.

PTA meetings are held monthly on the first Thursday of each month throughout the school year. During the 2020-21 school year, Due to the COVID-19 restrictions, PTA has scheduled meetings via zoom. PTA supports a wide variety of campus activities, including the all-school Ice Cream Social in September, Parent Math Nights through the year, Read Across America in the spring, and generously supports the school's instructional program each year.

Project SEEK is McGaugh's dedicated Educational Foundation, which raises funding to support the school's dynamic Art, Media Center, and Technology programs. McGaugh students develop a love for the Arts and technology through their participation in these programs, culminating each year in the production of the Pageant of the Arts and their Innovation Lab projects.

The School Site Council spotlights specific areas of the curriculum, reviews assessment results, and makes recommendations for McGaugh's School Improvement Plan. The SSC meets quarterly. Parents are encouraged to attend all of these meetings and to provide input during the "public comments" portion of each meeting. Information regarding these meetings is available on the web and through our McGaugh Connect, our weekly school eNewsletter. For more information about opportunities for parent involvement at McGaugh, please contact the school office or your child's teacher.

The Los Alamitos USD Educational Foundation is a community-based, non-profit organization that 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 commits to fundraising for technology and other specialized projects. Contact information: Los Alamitos Educational Foundation, P.O. Box 1210, Los Alamitos, CA 90720 or on the web at <http://www.losaledfoundation.org/>.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	796	780	46	5.9
Female	376	367	23	6.3
Male	420	413	23	5.6
American Indian or Alaska Native	0	0	0	0.0
Asian	58	57	0	0.0
Black or African American	23	22	3	13.6
Filipino	13	13	0	0.0
Hispanic or Latino	196	190	14	7.4
Native Hawaiian or Pacific Islander	9	8	0	0.0
Two or More Races	70	69	6	8.7
White	420	414	22	5.3
English Learners	18	18	1	5.6
Foster Youth	3	3	0	0.0
Homeless	4	4	2	50.0
Socioeconomically Disadvantaged	129	125	19	15.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	144	139	11	7.9

C. Engagement

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

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	0.45	0.00	2.10	0.24	3.47	0.20
Expulsions	0.00	0.00	0.00	0.01	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.12	1.09	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

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.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	3	6	
1	23		5	
2	24		5	
3	20	1	5	
4	35		2	1
5	30	1	3	2
6				

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23		7	
1	23		4	
2	31		4	1
3	34		3	1
4	29		4	
5	39		3	1
6				
Other	15	4	2	

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	16	6	1	
1	14	5	1	
2	30	1	2	1
3	26	1	4	1
4	19	3	3	
5	28	1	3	
6				
Other	14	5	3	

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	1
Social Worker	0
Speech/Language/Hearing Specialist	2
Resource Specialist (non-teaching)	0
Other	2.2

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	6014	1543	4471	83546
District	N/A	N/A	5773	\$103,865
Percent Difference - School Site and District	N/A	N/A	-25.4	-21.7
State			\$8,444	\$81,044
Percent Difference - School Site and State	N/A	N/A	-61.5	3.0

2020-21 Types of Services Funded

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.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$52,702	\$51,029
Mid-Range Teacher Salary	\$98,742	\$78,583
Highest Teacher Salary	\$125,961	\$99,506
Average Principal Salary (Elementary)	\$146,398	\$124,576
Average Principal Salary (Middle)	\$159,733	\$131,395
Average Principal Salary (High)	\$168,181	\$144,697
Superintendent Salary	\$272,942	\$240,194
Percent of Budget for Teacher Salaries	38%	34%
Percent of Budget for Administrative Salaries	4%	6%

Professional Development

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.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	115	15	

Los Alamitos Unified School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Los Alamitos Unified School District
Phone Number	562-799-4700 ext. 80401
Superintendent	Dr. Andrew Pulver
Email Address	webmaster@losal.org
District Website Address	www.losal.org/mcgaugh

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	4959	762	15.37	84.63	82.00
Female	2419	365	15.09	84.91	85.75
Male	2539	397	15.64	84.36	78.54
American Indian or Alaska Native	--	--	--	--	--
Asian	725	105	14.48	85.52	89.52
Black or African American	129	24	18.60	81.40	70.83
Filipino	93	17	18.28	81.72	100.00
Hispanic or Latino	1348	199	14.76	85.24	75.76
Native Hawaiian or Pacific Islander	33	5	15.15	84.85	--
Two or More Races	472	58	12.29	87.71	86.21
White	2156	354	16.42	83.58	82.77
English Learners	96	7	7.29	92.71	--
Foster Youth	--	--	--	--	--
Homeless	28	8	28.57	71.43	--
Military	335	56	16.72	83.28	78.57
Socioeconomically Disadvantaged	896	132	14.73	85.27	74.24
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	511	77	15.07	84.93	23.38

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	4959	735	14.82	85.18	57.20
Female	2419	345	14.26	85.74	54.65
Male	2539	390	15.36	84.64	59.48
American Indian or Alaska Native	--	--	--	--	--
Asian	725	98	13.52	86.48	80.61
Black or African American	129	21	16.28	83.72	42.86
Filipino	93	17	18.28	81.72	76.47
Hispanic or Latino	1348	195	14.47	85.53	43.75
Native Hawaiian or Pacific Islander	33	4	12.12	87.88	--
Two or More Races	472	54	11.44	88.56	69.81
White	2156	346	16.05		56.10
English Learners	96	6	6.25	93.75	--
Foster Youth	--	--	--	--	--
Homeless	28	8	28.57	71.43	--
Military	335	56	16.72	83.28	54.55
Socioeconomically Disadvantaged	896	127	14.17	85.83	41.73
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	511	72	14.09	85.91	8.45

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.