

Weaver 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/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 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	Weaver Elementary School
Street	11872 Wembley Road
City, State, Zip	Los Alamitos, CA 90720
Phone Number	562-799-4580
Principal	Dr. Todd Schmidt
Email Address	tschmidt@losal.org
School Website	weaver.losal.org
County-District-School (CDS) Code	30739246029052

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

2021-22 School Overview

The Jack L. Weaver Elementary School Mission is to provide a safe and nurturing environment that fosters life-long learning. Weaver Elementary is dedicated to academic excellence. We value parents and community members as partners in education.

By continually promoting character development, we prepare students to become responsible citizens in our diverse society. Year-round education provides a continuous opportunity for optimal learning.

To meet the needs of all students, program goals include:

- appropriately challenging instruction in an integrated literature-based language arts/social science curriculum, that is built on district signature instructional practices and the Common Core State Standards.
- a balanced manipulative-based, meaning-centered mathematics program which empowers mathematical thinking and learning, emphasizing Cognitive Guided Instruction (CGI).
- physical, life and earth science concepts in a hands-on learning environment, along with S.T.E.A.M.-driven instruction.
- the use of technology as a tool to both acquire knowledge and information as well as explore their creativity and passions in an effort to allow students to think critically and collaboratively.

The heart of the school's mission centers on rigorous curriculum, high expectations, skillful staff members, character development, social responsibility, and family/community partnerships. Pride evolves from Weaver's outstanding traditions, K-5 achievements, and accomplishments. Weaver is a model school in Orange County for Cognitively Guided Instruction in math and Junior Great Books in language arts. All students participate in an amazing art program in partnership with Meet the Masters. In addition, our music program contains choral, musical, and dance components. All classrooms, TK-5, are equipped with Short throw projectors, Document cameras, Apple TV, teacher laptops, and access to Chromebook, iPad, and laptop carts. Thinking Maps and icons of depth and complexity are used TK-5. Due to this mission, Weaver remains at the top of the district, county, and state.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	119
Grade 1	118
Grade 2	95
Grade 3	104
Grade 4	119
Grade 5	117
Total Enrollment	672

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Asian	31.1
Black or African American	1.3
Filipino	4.5
Hispanic or Latino	21.1
Native Hawaiian or Pacific Islander	0.1
Two or More Races	11.8
White	26.8
English Learners	3.7
Foster Youth	0.1
Homeless	0.3
Socioeconomically Disadvantaged	8.9
Students with Disabilities	12.1

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 (LAUSD) 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.

Year and month in which the data were collected

11/2021

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: 2002	Yes	0
Mathematics	District Adoption Date of Textbooks/Materials: 2015/2016	Yes	0
Science	District Adoption Date of Textbooks/Materials: 2002	Yes	0
History-Social Science	District Adoption Date of Textbooks/Materials: 2007/2018	Yes	0
Foreign Language	District Adoption Date of Textbooks/Materials: 2001/2005	Yes	0
Health	District Adoption Date of Textbooks/Materials: 2004	Yes	0
Visual and Performing Arts	District Adoption Date of Textbooks/Materials: 2008	Yes	0
Science Laboratory Equipment (grades 9-12)	District Adoption Date of Textbooks/Materials: 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. Weaver was built in 1953. 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 Weaver Elementary School was completed in May, 2015. 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

12/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			

School Facility Conditions and Planned Improvements

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	335	NT	NT	NT	NT
Female	174	NT	NT	NT	NT
Male	161	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	120	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	18	NT	NT	NT	NT
Hispanic or Latino	62	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	38	NT	NT	NT	NT
White	94	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	13	NT	NT	NT	NT
Socioeconomically Disadvantaged	30	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	40	NT	NT	NT	NT

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	335	NT	NT	NT	NT
Female	174	NT	NT	NT	NT
Male	161	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	120	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	18	NT	NT	NT	NT
Hispanic or Latino	62	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	38	NT	NT	NT	NT
White	94	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	13	NT	NT	NT	NT
Socioeconomically Disadvantaged	30	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	40	NT	NT	NT	NT

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	361	99.72%	0.28%	91.14%
Female	190	189	99.47%	0.53%	91.01%
Male	172	172	100.00%	0.00%	91.28%
American Indian or Alaska Native	0	0	NA	NA	NA

Asian	108	108	100.00%	0.00%	92.59%
Black or African American	4	4	100.00%	0.00%	75.00%
Filipino	16	16	100.00%	0.00%	100.00%
Hispanic or Latino	59	59	100.00%	0.00%	84.75%
Native Hawaiian or Pacific Islander	1	1	100.00%	0.00%	100.00%
Two or More Races	76	76	100.00%	0.00%	94.74%
White	98	97	98.98%	1.02%	89.69%
English Learners	6	6	100.00%	0.00%	50.00%
Foster Youth	0	0	NA	NA	NA
Homeless	0	0	NA	NA	NA
Military	16	16	100.00%	0.00%	100.00%
Socioeconomically Disadvantaged	38	37	97.37%	2.63%	78.38%
Students Receiving Migrant Education Services	0	0	NA	NA	NA
Students with Disabilities	39	39	100.00%	0.00%	82.05%

*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	360	99.45%	0.55%	92.78%
Female	190	188	98.95%	1.05%	89.89%
Male	172	172	100.00%	0.00%	95.93%
American Indian or Alaska Native	0	0	NA	NA	NA
Asian	108	108	100.00%	0.00%	97.22%
Black or African American	4	4	100.00%	0.00%	75.00%
Filipino	16	16	100.00%	0.00%	100.00%
Hispanic or Latino	59	59	100.00%	0.00%	83.05%
Native Hawaiian or Pacific Islander	1	1	100.00%	0.00%	100.00%
Two or More Races	76	76	100.00%	0.00%	93.42%
White	98	96	97.96%	2.04%	92.71%
English Learners	6	6	100.00%	0.00%	83.33%
Foster Youth	0	0	NA	NA	NA
Homeless	0	0	NA	NA	NA
Military	16	16	100.00%	0.00%	100.00%

Socioeconomically Disadvantaged	38	37	97.37%	2.63%	81.08%
Students Receiving Migrant Education Services	0	0	NA	NA	NA
Students with Disabilities	39	39	100.00%	0.00%	94.87%

*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	115	NT	NT	NT	NT
Female	63	NT	NT	NT	NT
Male	52	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	38	NT	NT	NT	NT
Black or African American	0	0	0	0	0
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	23	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	12	NT	NT	NT	NT
White	35	NT	NT	NT	NT
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	--	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	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

We are very proud of the parent participation at Weaver School. Parents are members of the PTA, School Site Council, and Friends of Weaver (FOW). PTA/FOW meetings are held every month during the school year. School Site Council meetings are also held at least three times each year. All parents and community members are welcome to attend any school meeting or activity. To strengthen parent involvement, various opportunities are provided throughout the year. These activities have included a 6-part parent education series led by Dr. Jerry Weichman, training sessions for volunteers, technology committees, Giving Tree and Jog-A-Thon committees, Veteran's Day celebration, weekly flag ceremonies, School-wide Carnival and Summer Jam. Parents are also always welcome to volunteer in the classroom. For more information about organized opportunities for parent involvement at Weaver, please contact the school office.

The Los Alamitos USD Educational Foundation 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, P.O. Box 1210, Los Alamitos, CA 90720 or on the web at <http://www.laef4kids.org>.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	691	678	15	2.2
Female	356	350	10	2.9
Male	335	328	5	1.5
American Indian or Alaska Native	0	0	0	0.0
Asian	213	210	2	1.0
Black or African American	10	9	0	0.0
Filipino	30	30	2	6.7
Hispanic or Latino	147	144	5	3.5
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	81	81	2	2.5
White	185	181	4	2.2
English Learners	26	26	1	3.8
Foster Youth	1	1	0	0.0
Homeless	2	2	0	0.0
Socioeconomically Disadvantaged	67	64	5	7.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	110	106	1	0.9

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	0.43	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	0.00	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, and this year, contains special focus on pandemic safety practices and protocols. 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 per request. 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	24		5	
1	24		4	
2	24		5	
3	24		5	
4	32		3	
5	31		4	
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	24		6	
1	24		4	
2	24		4	
3	24		5	
4	33		1	
5	31		3	
6				
Other	32		1	

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	15	5	2	
1	23		4	
2	19	1	3	
3	18	2	3	
4	28	1	1	
5	23	2	2	
6				
Other	26		5	

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	2
Social Worker	0
Speech/Language/Hearing Specialist	3
Resource Specialist (non-teaching)	0
Other	1.5

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	5147	97	5049	83650
District	N/A	N/A	5773	\$103,865
Percent Difference - School Site and District	N/A	N/A	-13.4	-21.6
State			\$8,444	\$81,044
Percent Difference - School Site and State	N/A	N/A	-50.3	3.2

2020-21 Types of Services Funded

The types of services funded include expenditures for instructional programs including regular and special education, categorical programs like Reading Lab and intervention, instructional support, professional development, 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), Junior Great Books, 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.

Finally, in the 2020-21 school year, we have started focusing on Eduprotocols as a means of increasing student engagement as well as opportunities for collaboration, critical thinking, and creativity. In addition, Eduprotocols allow teachers greater class time to focus on higher order thinking skills instead of lower level tasks. In addition, we are continuing PD in technology implementation that impacts both teacher instructional practice and student learning and creation. This past fall, Weaver partnered with Hopkinson Elementary to provide professional development that emphasized how technology should be used as a tool to weave into solid pedagogical practices. We have continued that into the 2021-22 school year with several of our staff attending in-person and hands-on trainings in advanced Eduprotocols.

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	15	15	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

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.