

Los Alamitos High 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	Los Alamitos High School
Street	3591 Cerritos Avenue
City, State, Zip	Los Alamitos, CA 90720
Phone Number	562-799-4780
Principal	Christiana Kraus
Email Address	ckraus@losal.org
School Website	https://lahs.losal.org
County-District-School (CDS) Code	30739243033917

2021-22 District Contact Information

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

2021-22 School Overview

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.

2021-22 School Overview

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.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	846
Grade 10	797
Grade 11	775
Grade 12	790
Total Enrollment	3,208

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.1
Asian	13.2
Black or African American	2.8
Filipino	3.3
Hispanic or Latino	27.2
Native Hawaiian or Pacific Islander	0.6
Two or More Races	7.1
White	45.6
English Learners	1.2
Foster Youth	0.1
Homeless	0.4
Socioeconomically Disadvantaged	16.1
Students with Disabilities	7.3

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 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: 2002/2016	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

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. The campus electrical infrastructure was completed in 2019. The new swimming pool was completed in summer 2020. The STEM building broke ground in fall 2020. 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

11/3/2017

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			HVAC system replaced in building 100 summer 2015. HVAC system replaced in the PAC in summer 2016. HVAC system on biannual preventive maintenance contract.
Interior: Interior Surfaces	X			Theater seats refurbished and reupholstered summer 2015. Replaced the majority of the carpet in the 600 and 700 blogs. Floor was replaced in the orchestra room. Choir room completely renovated (from the woodshed room), walls resurfaced for acoustics, new flooring, technology, mirrored walls, offices built.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Monthly contract with Newport Pest Control.

School Facility Conditions and Planned Improvements

Electrical	X		<p>Electrical infrastructure upgrade began at the end of the 2017-18 school year and was completed in 2019.</p> <p>New circuit installed in 608 to accommodate the lounge.</p> <p>New electrical installed for 609 to accommodate appliances for SpecEd learning environment.</p>
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		<p>Gym and locker restrooms completed modernization summer 2013.</p> <p>Village portable restrooms were added. Bottle fillers added to all drinking fountains.</p>
Safety: Fire Safety, Hazardous Materials	X		<p>New fire alarm system installed and completed summer 2016.</p>
Structural: Structural Damage, Roofs	X		<p>New 3 story STEM building under construction.</p>
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		<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> <p>Varsity Baseball field verticut, lazer leveled, oversees.</p> <p>All north fields leveled by grounds.</p> <p>Swimming pool built and complete in 2020.</p>

School Facility Conditions and Planned Improvements

				Outdoor basketball courts finished with new asphalt.
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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	768	730	95.05	4.95	84.77
Female	373	352	94.37	5.63	88.35
Male	395	378	95.7	4.3	81.43
American Indian or Alaska Native	0	0	0	0	0
Asian	100	98	98	2	94.9
Black or African American	23	23	100	0	73.91
Filipino	17	17	100	0	100
Hispanic or Latino	199	187	93.97	6.03	79.03
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	60	58	96.67	3.33	86.21
White	364	342	93.96	6.04	85.09
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	56	53	94.64	5.36	83.02
Socioeconomically Disadvantaged	128	121	94.53	5.47	78.51
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	56	45	80.36	19.64	26.67

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	768	704	91.67	8.33	59.60
Female	373	333	89.28	10.72	56.63
Male	395	371	93.92	6.08	62.30
American Indian or Alaska Native	0	0	0	0	0
Asian	100	92	92.00	8.00	85.87
Black or African American	23	20	86.96	13.04	45.00
Filipino	17	17	100.00	0.00	76.47
Hispanic or Latino	199	183	91.96	8.04	46.67
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	60	54	90.00	10.00	69.81
White	364	334	91.76	8.24	57.83
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	56	53	94.64	5.36	57.69
Socioeconomically Disadvantaged	128	117	91.41	8.59	44.44
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	56	41	73.21	26.79	12.50

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.

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	773	NT	NT	NT	NT
Female	394	NT	NT	NT	NT
Male	379	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	98	NT	NT	NT	NT
Black or African American	17	NT	NT	NT	NT
Filipino	29	NT	NT	NT	NT
Hispanic or Latino	219	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	40	NT	NT	NT	NT
White	365	NT	NT	NT	NT
English Learners	12	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	110	NT	NT	NT	NT
Socioeconomically Disadvantaged	137	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	43	NT	NT	NT	NT

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	644
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	63.6
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	99.5
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	73.61

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 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, District Inclusion/Diversity

2021-22 Opportunities for Parental Involvement

Committee, Challenge Success Committee, Educational Foundation, Student Welfare and Safety Committee, Operations Steering Committee, DELAC, DAC, Dress Code 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/>.

C. Engagement

State Priority: Pupil Engagement

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

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	0.8	1.6	0.9	0.9	1.7	0.9	9.0	8.9	9.4
Graduation Rate	97.8	97.4	98.1	97.6	97.2	98.0	84.5	84.2	83.6

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	787	772	98.1
Female	397	393	99.0
Male	390	379	97.2
American Indian or Alaska Native	--	--	--
Asian	98	98	100.0
Black or African American	18	17	94.4
Filipino	33	33	100.0

Hispanic or Latino	223	217	97.3
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	36	36	100.0
White	373	365	97.9
English Learners	13	12	92.3
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	196	193	98.5
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	65	57	87.7

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	3255	3222	114	3.5
Female	1603	1585	61	3.8
Male	1652	1637	53	3.2
American Indian or Alaska Native	4	4	1	25.0
Asian	427	424	4	0.9
Black or African American	93	91	2	2.2
Filipino	106	106	3	2.8
Hispanic or Latino	891	880	34	3.9
Native Hawaiian or Pacific Islander	21	21	3	14.3
Two or More Races	232	230	7	3.0
White	1479	1464	60	4.1
English Learners	37	37	2	5.4
Foster Youth	4	4	1	25.0
Homeless	17	17	1	5.9
Socioeconomically Disadvantaged	556	550	33	6.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	255	249	24	9.6

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	3.62	0.37	2.10	0.24	3.47	0.20
Expulsions	0.00	0.03	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	1.90	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	0.37	0.03
Female	0.19	0.00
Male	0.54	0.06
American Indian or Alaska Native	0.00	0.00
Asian	0.23	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.56	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.41	0.07
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.90	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.57	0.00

2021-22 School Safety Plan

The 2021-22 Los Alamitos High School Comprehensive Safe School Plan was reviewed from October 14-18.

The plan was updated from October 1-18.

It was discussed with the LAHS School Site Council and ratified on Tuesday, October 19.

The 2021-22 Los Alamitos High School Comprehensive Safe School Plan is organized into 10 sections. It clearly communicates designated responsibilities within the areas school safety, so as to provide an academic setting for students and staff that is conducive learning. It offers information intended to identify elements and resources important for the improvement of school climate, both in and out of the classroom. It is designed to address campus risks, prepare for emergencies and create a safe and secure teaching/learning environment for all students and school personnel. Its goal is to offer guidance for stakeholders and to explain school emergency planning. It is intended to emphasize best practices, policies and procedures in the areas of violence prevention, emergency preparedness, crisis intervention and student/employee safety.

The LAHS Comprehensive Safe School Plan is a cooperative effort with students, certificated/classified staff, administration and community members working collaboratively. Their main objective is to identify, establish and use strategies and programs that comply with school safety laws. The plan solicits the views and advice of these stakeholders and uses this information to promote the well-being of LAHS students, staff and the community. It includes guidance on child abuse reporting, disaster procedures, suspension/expulsion, procedures to notify teachers of dangerous students, non-discrimination/harassment/bullying, dress code, procedures for safe ingress/egress, a safe & orderly environment conducive to learning, rules & procedures of school discipline, and pandemic response.

2018-19 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	29	13	55	41
Mathematics	28	11	62	29
Science	31	7	33	35
Social Science	30	5	54	29

2019-20 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	30	22	44	46
Mathematics	29	21	42	40
Science	32	4	43	30
Social Science	32	7	44	37

2020-21 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	29	23	41	54
Mathematics	26	39	48	32
Science	26	26	37	31
Social Science	31	17	32	45

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	458.3

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)	7
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	3
Social Worker	0
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	5255	556	4699	77589
District	N/A	N/A	5773	\$103,865
Percent Difference - School Site and District	N/A	N/A	-20.5	-29.0
State			\$8,444	\$81,044
Percent Difference - School Site and State	N/A	N/A	-57.0	-4.4

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%

2020-21 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	35.0
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	15
Fine and Performing Arts	7
Foreign Language	14
Mathematics	16
Science	22
Social Science	32
Total AP Courses Offered	106

Professional Development

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.

Staff training on inclusion, cultural diversity, and empathy were provided during the 2019-20 school year. Additional training in this area is planned. However, due to the current pandemic conditions, these opportunities have been scaled back at this time.

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.

Given our current pandemic environment, much of our professional development opportunities have been put on hold. It is hoped that once we are in a more normal environment that these opportunities will be reinstated.

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	64	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
Superintendent	Andre Pulver, Ed.D.
Email Address	apulver@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.