

McAuliffe Middle School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



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 <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



The California School Dashboard (Dashboard) <https://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.

2022-23 School Contact Information

School Name	McAuliffe Middle School
Street	4112 Cerritos Ave.
City, State, Zip	Los Alamitos, CA 90720-2577
Phone Number	714-816-3320
Principal	Ryan Weiss-Wright, Ed.D.
Email Address	rweisswright@losal.org
School Website	
County-District-School (CDS) Code	30739246058879

2022-23 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

2022-23 School Overview

McAuliffe Middle School has a long history of excellence in academic achievement, and we pride ourselves on student opportunities for connection and belonging. At McAuliffe Middle School, all faculty and staff seek to connect students to school through academics, activities, athletics, and the arts. Rooted in Christa McAuliffe's vision to "be yourself, try your best, and never be afraid to dream," the McAuliffe teachers and staff are constantly striving to support students during their middle school years, while helping each student dream big and achieve.

In addition to our academic and extracurricular programs, McAuliffe continues to remain focused on student wellness through several initiatives:

- **Challenge Success:** In the Fall of 2021, McAuliffe entered into partnership with Stanford University to examine school practices and policies that contribute to student stress or student wellness. Moving into the 22/23 school year we have implemented Conflict Calendars in every classroom to help teachers and students understand academic load in every class. We have implemented an additional Nutrition Break between 2nd and 3rd period that will allow for students and staff to have an extra break in their morning schedule. Additionally, beginning Fall of 2022, we have started to pilot a Tutorial Schedule to allow students additional time to receive academic support, time to complete homework assignments, opportunities for Social Emotional Learning, and extension lessons.
- **"The Corner"--A McAuliffe WellSpace:** Continuing our work on student mental health, McAuliffe Students will continue to have access to the McAuliffe WellSpace in Room 7. This space is staffed by one of two mental health professionals at all times and is specifically designed to provide students with a place to receive support for the hard things life throws at us!
- **Inclusion:** Throughout the school year, we will continue to focus on inclusion for all students. Through Cultural Heritage Months, Abilities Awareness Week, PEACE and Kindness Weeks, student clubs, Human Relations Education, Power of Words student assemblies, and regular Social Emotional Lessons, students at McAuliffe will continue to be exposed to messages of kindness and inclusion. We want all students to feel welcomed and safe when on campus. It is our goal to create a welcoming environment on campus for ALL students that celebrates diversity and the unique ways each person contributes to the McAuliffe community.

2022-23 School Overview

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	350
Grade 7	334
Grade 8	377
Total Enrollment	1,061

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.1
Male	48.8
American Indian or Alaska Native	0.1
Asian	11.0
Black or African American	3.0
Filipino	2.2
Hispanic or Latino	30.3
Native Hawaiian or Pacific Islander	0.7
Two or More Races	7.9
White	43.9
English Learners	1.2
Foster Youth	0.1
Homeless	0.5
Migrant	0.0
Socioeconomically Disadvantaged	18.3
Students with Disabilities	9.4

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	31.00	74.74	324.10	87.54	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	5.30	12.89	17.90	4.83	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.60	1.61	0.70	0.20	12115.80	4.41
Unknown	4.40	10.72	27.50	7.43	18854.30	6.86
Total Teaching Positions	41.50	100.00	370.30	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
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						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	5.30	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	5.30	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.60	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.60	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	13.60	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.50	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

Year and month in which the data were collected

11/2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	District Adoption Date of Textbooks/Materials 1 Textbook Per Student Enrolled: 2002	Yes	0
Mathematics	District Adoption Date of Textbooks/Materials 1 Textbook Per Student Enrolled: 2001/2008/2015	Yes	0
Science	District Adoption Date of Textbooks/Materials 1 Textbook Per Student Enrolled: 2002/2008/2020	Yes	0
History-Social Science	District Adoption Date of Textbooks/Materials 1 Textbook Per Student Enrolled: 2007	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	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

McAuliffe Middle School continues to pride itself on high quality facilities where students are able to thrive in an environment centered on learning. This year, Los Alamitos Unified School District has installed solar panels at every school site. This upgrade to our facility is a welcome addition!

Year and month of the most recent FIT report

11/3/2014

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			

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).
4. **College and Career Ready**
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.

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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	71	N/A	79	N/A	47
Mathematics (grades 3-8 and 11)	N/A	57	N/A	67	N/A	33

2021-22 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.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1048	1033	98.57	1.43	71.32
Female	538	532	98.88	1.12	73.82
Male	509	500	98.23	1.77	68.80
American Indian or Alaska Native	--	--	--	--	--
Asian	117	116	99.15	0.85	87.93
Black or African American	29	29	100.00	0.00	62.07
Filipino	23	23	100.00	0.00	69.57
Hispanic or Latino	311	307	98.71	1.29	65.15
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	93	93	100.00	0.00	73.12
White	467	457	97.86	2.14	71.71
English Learners	14	13	92.86	7.14	15.38
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	60	60	100.00	0.00	58.33
Socioeconomically Disadvantaged	192	184	95.83	4.17	55.43
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	103	97	94.17	5.83	23.96

2021-22 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.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1049	1035	98.67	1.33	56.71
Female	538	531	98.70	1.30	51.98
Male	510	503	98.63	1.37	61.83
American Indian or Alaska Native	--	--	--	--	--
Asian	117	116	99.15	0.85	84.48
Black or African American	29	29	100.00	0.00	48.28
Filipino	23	23	100.00	0.00	69.57
Hispanic or Latino	312	308	98.72	1.28	43.83
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	93	93	100.00	0.00	56.99
White	467	458	98.07	1.93	58.30
English Learners	14	13	92.86	7.14	30.77
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	60	60	100.00	0.00	45.00
Socioeconomically Disadvantaged	192	184	95.83	4.17	36.41
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	104	98	94.23	5.77	10.20

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	56.52	NT	56.1	28.5	29.47

2021-22 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. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	373	368	98.66	1.34	56.52
Female	194	191	98.45	1.55	50.26
Male	179	177	98.88	1.12	63.28
American Indian or Alaska Native	--	--	--	--	--
Asian	36	36	100	0	83.33
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	120	118	98.33	1.67	51.69
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	35	34	97.14	2.86	50
White	162	160	98.77	1.23	56.25
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	29	28	96.55	3.45	42.86
Socioeconomically Disadvantaged	72	70	97.22	2.78	41.43
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	35	31	88.57	11.43	19.35

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	98.7	98.1	98.7	98.7	98.7

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.

2022-23 Opportunities for Parental Involvement

Parental involvement is critical to the success of McAuliffe Middle School. Every parent at McAuliffe benefits from multiple opportunities to provide collaborative input into multiple areas. The School Site Council (SSC) is comprised of elected parent volunteers who serve to provide input to the principal and site administration on McAuliffe's alignment to the district LCAP, issues of school safety, and other school operations that directly impact students. In addition to the SSC, McAuliffe offers the following opportunities for parental engagement:

- Parent Teacher Association (PTA)
- Weekly school newsletter: The Eagle Eye
- Regular Parent Square communication
- School Website, Social Media
- Sunday message sent to all families
- Eagle Weekly News
- Parent Education Nights
- WEB Day for new students
- 5th Grade Social
- School Site Council
- Teacher web pages

2022-23 Opportunities for Parental Involvement

- Teacher social media
- 8th Grade Event Committee
- Coffee Connection with the Principal held monthly
- District Advisory Committee
- Operation Steering Committee
- District English Language Advisory Committee
- Human Relations Collaborative
- 21 Day Challenge

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1076	1067	116	10.9
Female	549	547	62	11.3
Male	526	519	53	10.2
American Indian or Alaska Native	1	1	1	100.0
Asian	119	118	4	3.4
Black or African American	33	32	3	9.4
Filipino	23	23	0	0.0
Hispanic or Latino	328	324	31	9.6
Native Hawaiian or Pacific Islander	7	7	2	28.6
Two or More Races	85	85	6	7.1
White	470	467	68	14.6
English Learners	27	25	3	12.0
Foster Youth	2	1	0	0.0
Homeless	6	6	2	33.3
Socioeconomically Disadvantaged	208	204	49	24.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	112	109	34	31.2

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 February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	2.58	1.09	2.45
Expulsions	0.00	0.00	0.05

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.53	2.70	0.24	1.27	0.20	3.17
Expulsions	0.00	0.09	0.01	0.02	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.70	0.09
Female	1.64	0.18
Male	3.80	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.84	0.00
Black or African American	9.09	0.00
Filipino	4.35	0.00
Hispanic or Latino	2.13	0.30
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	4.71	0.00
White	2.34	0.00
English Learners	7.41	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	6.25	0.48
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	5.36	0.00

2022-23 School Safety Plan

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

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	32	7	19	30
Mathematics	28	6	12	13
Science	31	2	9	15
Social Science	29	3	11	13

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	24	31	22	16
Mathematics	24	17	9	9
Science	25	13	8	10
Social Science	23	16	5	12

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	28	7	32	12
Mathematics	26	5	18	4
Science	30	2	8	13
Social Science	28	3	15	7

2021-22 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	707.33

2021-22 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)	1.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	9677	1220	8458	104083
District	N/A	N/A	9100	\$104,896
Percent Difference - School Site and District	N/A	N/A	-7.3	-0.8
State	N/A	N/A	\$6,594	\$83,102
Percent Difference - School Site and State	N/A	N/A	24.8	22.4

2021-22 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.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	\$52,478
Mid-Range Teacher Salary	\$98,742	\$80,810
Highest Teacher Salary	\$125,961	\$101,276
Average Principal Salary (Elementary)	\$147,677	\$127,080
Average Principal Salary (Middle)	\$161,882	\$134,264
Average Principal Salary (High)	\$173,087	\$147,200
Superintendent Salary	\$283,422	\$242,351
Percent of Budget for Teacher Salaries	38%	33%
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 and Writers Workshop, Reading Foundations for the Common Core (RFCC), Thinking Maps and Depth and Complexity. Student data is collected via District benchmarks and various formal assessments, such as CAASPP and Fountas and 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 all of the Signature Practices. Teachers new to the Los Alamitos Unified School District are placed on a five-year professional development plan. Teachers are placed into cohorts according to the number of years with the District and attend professional development sessions. Teachers are also released to attend pre-approved workshops and conferences with the expectation of disseminating their findings by way of instructional networking. The District also provides content specific training when needed by departments or grade level teams.

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

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	15	9	15