

# Los Alamitos Elementary School

## 2022-2023 School Accountability Report Card

(Published During the 2023-2024 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/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <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.

## 2023-24 School Contact Information

<b>School Name</b>	Los Alamitos Elementary School
<b>Street</b>	10862 Bloomfield St.
<b>City, State, Zip</b>	Los Alamitos CA 90720
<b>Phone Number</b>	(714) 816-3300
<b>Principal</b>	Jenny Padilla
<b>Email Address</b>	jennypadilla@losal.org
<b>School Website</b>	www.losal.org/lae
<b>County-District-School (CDS) Code</b>	30739246029060

## 2023-24 District Contact Information

<b>District Name</b>	Los Alamitos Unified School District
<b>Phone Number</b>	(562) 799-4700
<b>Superintendent</b>	Andrew Pulver
<b>Email Address</b>	webmaster@losal.org
<b>District Website</b>	www.losal.org

## 2023-24 School Description and Mission Statement

Los Alamitos Elementary Schools Vision is to have all students learn in a safe, supportive, challenging environment that empowers them to become life-long learners, as well as responsible, productive citizens with positive character traits. Staff, parents, and members of the community work together in a committed partnership to ensure that the academic, social, emotional, and physical needs of all children are met with SUCCESS.

Our mission is to achieve SUCCESS:

S - Skillfully instruct all students to mastery through a balanced curriculum including the arts and technology

U - Use appropriate standards-based assessments

C - Carefully identify students at-risk

C - Collaborate and communicate often

E - Ensure all students have the opportunity to have their social and emotional needs met

S - Support healthy habits

S - Seek to continuously learn, grow, and improve

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	122
Grade 1	100
Grade 2	95
Grade 3	120
Grade 4	115
Grade 5	119
Total Enrollment	671

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.3%
Male	51.6%
American Indian or Alaska Native	0.1%
Asian	14%
Black or African American	2.8%
Filipino	1.5%
Hispanic or Latino	42.8%
Native Hawaiian or Pacific Islander	1.6%
Two or More Races	10.7%
White	23.5%
English Learners	6.9%
Foster Youth	0.3%
Homeless	1.3%
Socioeconomically Disadvantaged	29.4%
Students with Disabilities	13%

## 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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	29.30	100.00	324.10	87.54	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	17.90	4.83	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	0.70	0.20	12115.80	4.41
<b>Unknown</b>	0.00	0.00	27.50	7.43	18854.30	6.86
<b>Total Teaching Positions</b>	29.30	100.00	370.30	100.00	274759.10	100.00

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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	28.10	97.91	322.60	88.64	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.60	0.18	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	8.60	2.38	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.60	2.09	10.60	2.91	11953.10	4.28
<b>Unknown</b>	0.00	0.00	21.40	5.88	15831.90	5.67
<b>Total Teaching Positions</b>	28.70	100.00	363.90	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## 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	0.00	0.00
Local Assignment Options	0.00	0.60
<b>Total Out-of-Field Teachers</b>	0.00	0.60

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

## 2023-24 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 State Frameworks and high academic standards. 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. Our last textbook adoption was ELA in 2021-2022 school year. We are currently piloting new materials for Science.

Year and month in which the data were collected

12/2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	District Adoption Date of Textbooks/Materials 1 Textbook Per Student Enrolled: 2022	Yes	0
<b>Mathematics</b>	District Adoption Date of Textbooks/Materials 1 Textbook Per Student Enrolled: 2015/2016	Yes	0
<b>Science</b>	District Adoption Date of Textbooks/Materials 1 Textbook Per Student Enrolled: 2023	Yes	0
<b>History-Social Science</b>	District Adoption Date of Textbooks/Materials 1 Textbook Per Student Enrolled: 2007/2018	Yes	0
<b>Foreign Language</b>	District Adoption Date of Textbooks/Materials 1 Textbook Per Student Enrolled: 2001-2005	Yes	0
<b>Health</b>	District Adoption Date of Textbooks/Materials 1 Textbook Per Student Enrolled: 2004	Yes	0
<b>Visual and Performing Arts</b>	District Adoption Date of Textbooks/Materials 1 Textbook Per Student Enrolled: 2008	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 Elementary School was built in 1952. Overall, the school is in very 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. Modernization began at Los Alamitos Elementary School in June of 2010 and concluded in August of 2011 resulting in new infrastructure and the modernization of all buildings.

In the summer of 2020-2021 Los Alamitos Elementary School was at the 10 year mark of being modernized with Measure K. LAE redid the parking lot, blacktop/recess area, adding a bathroom with staff and students restrooms, and repainting the school and roof. in the 2021-2022 LAE replace two older playgrounds with new playgrounds. IN the Summer of 2022 3 solar panels were added to LAE's parking lot, Extended day care, and lunch area to reduce energy costs and provide shade. 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

9/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			Gopher holes were observed in field play area. The situation has been corrected under work order #6688.
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Swing set missing seat and chains repaired under work order #5643. Cushioning material under play equipment is scheduled for roto tilling during the winter break.

## 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).

#### 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.

### 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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	73	74	79	78	47	46
<b>Mathematics</b> (grades 3-8 and 11)	69	67	67	66	33	34



## 2022-23 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
<b>All Students</b>	351	348	99.15	0.85	73.85
<b>Female</b>	176	174	98.86	1.14	77.59
<b>Male</b>	175	174	99.43	0.57	70.11
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	51	50	98.04	1.96	88.00
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	152	151	99.34	0.66	66.23
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	45	45	100.00	0.00	84.44
<b>White</b>	81	80	98.77	1.23	73.75
<b>English Learners</b>	13	13	100.00	0.00	38.46
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	24	24	100.00	0.00	79.17
<b>Socioeconomically Disadvantaged</b>	107	105	98.13	1.87	65.71
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	43	41	95.35	4.65	29.27

## 2022-23 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
<b>All Students</b>	351	348	99.15	0.85	66.67
<b>Female</b>	176	174	98.86	1.14	66.67
<b>Male</b>	175	174	99.43	0.57	66.67
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	51	50	98.04	1.96	90.00
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	152	151	99.34	0.66	52.98
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	45	45	100.00	0.00	75.56
<b>White</b>	81	80	98.77	1.23	72.50
<b>English Learners</b>	13	13	100.00	0.00	38.46
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	24	24	100.00	0.00	58.33
<b>Socioeconomically Disadvantaged</b>	107	105	98.13	1.87	60.95
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	43	41	95.35	4.65	24.39

## 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.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>Science</b> (grades 5, 8 and high school)	53.72	51.30	56.10	61.00	29.47	30.29

## 2022-23 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
<b>All Students</b>	119	117	98.32	1.68	50.43
<b>Female</b>	62	60	96.77	3.23	41.67
<b>Male</b>	57	57	100.00	0.00	59.65
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	19	18	94.74	5.26	72.22
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	52	52	100.00	0.00	38.46
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	11	11	100.00	0.00	81.82
<b>White</b>	28	27	96.43	3.57	44.44
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	34	33	97.06	2.94	48.48
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	17	16	94.12	5.88	25.00

## 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.

#### 2022-23 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. The administration of the PFT during 2021-22 and 2022-23 school years, 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 5	98.4	99.3	98.9	98.4	99.6
Grade 7	97.2	97.1	97.7	96.4	98.0
Grade 9	83.4	84.7	84.6	84.4	85.1

## 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.

#### 2023-24 Opportunities for Parental Involvement

Los Alamitos Elementary School actively encourages and welcomes parental involvement in various aspects of the school community and their child's education. Here are some avenues through which parents can contribute:

##### PTA (Parent Teacher Association):

The PTA convenes monthly, orchestrating events such as Camp LAE, Movie Night, Carnival, and Fundraisers, fostering a sense of community.

Parents play a pivotal role by not only participating in these events but also supporting essential programs through their fundraising efforts.

##### FLAE (Friends of LAE):

Comprising dedicated parents and community members, FLAE conducts fundraisers to finance crucial programs, including support for the media center, maker-space, and technology enhancements.

100% of FLAE's generated revenue directly contributes to enhancing school culture, supporting programs, and upgrading technology at LAE.

##### Room Coordinator:

Parents have the opportunity to volunteer in their child's classroom, with the room coordinator spearheading special programs that complement the teacher's efforts.

This involvement allows LAE teachers to focus more intently on the educational objectives of their students.

##### ELAC/DLAC/DAC (English Language Advisory Committee/ District English Learner Advisory Committee/ District Advisory Committee):

This advisory committee convenes bi-monthly to address the educational and intervention needs of English Language Learners (EL) students.

## 2023-24 Opportunities for Parental Involvement

### SSC (School Site Council):

Comprising classified employees, certificated employees, administrators, community members, and parents, SSC provides valuable input to LAE regarding interventions and safety plans, ensuring both student safety and academic success.

### Facilities and Maintenance Advisory Committee:

This committee actively provides input to the school and district regarding facility needs and improvement plans, contributing to the overall enhancement of the learning environment.

### PBIS Team (Positive Behavior Intervention Support):

LAE invites parents to join the PBIS Team, participating in the transition to a new behavior system aligned with positive behavior intervention and support.

### Parent Volunteers:

Parents are always welcomed to volunteer their time in various capacities, whether in the Media Center, classrooms, or during special events, fostering a collaborative and supportive atmosphere at LAE.

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	685	677	99	14.6
Female	330	327	49	15.0
Male	354	349	50	14.3
Non-Binary	1	1	0	0.0
American Indian or Alaska Native	1	1	0	0.0
Asian	96	95	7	7.4
Black or African American	19	19	2	10.5
Filipino	11	11	1	9.1
Hispanic or Latino	294	289	46	15.9
Native Hawaiian or Pacific Islander	11	11	4	36.4
Two or More Races	75	74	6	8.1
White	159	158	31	19.6
English Learners	52	52	8	15.4
Foster Youth	2	2	0	0.0
Homeless	9	9	2	22.2
Socioeconomically Disadvantaged	214	210	45	21.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	114	113	32	28.3

## 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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
<b>Suspensions</b>	0.00	1.43	1.31	0.24	1.27	1.10	0.20	3.17	3.60
<b>Expulsions</b>	0.00	0.00	0.00	0.01	0.02	0.03	0.00	0.07	0.08

### 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	1.31	0
<b>Female</b>	0.61	0
<b>Male</b>	1.98	0
<b>Non-Binary</b>		
<b>American Indian or Alaska Native</b>	0	0
<b>Asian</b>	0	0
<b>Black or African American</b>	0	0
<b>Filipino</b>	9.09	0
<b>Hispanic or Latino</b>	1.36	0
<b>Native Hawaiian or Pacific Islander</b>	0	0
<b>Two or More Races</b>	0	0
<b>White</b>	2.52	0
<b>English Learners</b>	0	0
<b>Foster Youth</b>	0	0
<b>Homeless</b>	0	0
<b>Socioeconomically Disadvantaged</b>	1.4	0
<b>Students Receiving Migrant Education Services</b>	0	0
<b>Students with Disabilities</b>	2.63	0

## 2023-24 School Safety Plan

### Mission Statement

At Los Alamitos Elementary (LAE), our mission is to cultivate an environment where students not only thrive but flourish in a nurturing, respectful, and encouraging atmosphere. Our commitment is to guide students towards academic excellence and the discovery and development of their unique talents, preparing them comprehensively for their future goals, both socially and academically.

The core goal at LAE is to foster students who are not only academically prepared but are also socially and emotionally equipped for the transitions into middle school, high school, and ultimately, for life beyond the classroom. We envision a learning community where every student is empowered to reach their full potential, supported by a foundation of care, respect, and encouragement that extends beyond the classroom into their future endeavors.

### VISION STATEMENT

At Los Alamitos Elementary, we are committed to fostering an environment where every student thrives and succeeds. Our vision encompasses:

**Safe and Conducive Learning Environment:** We prioritize providing a safe, orderly, and secure space that is conducive to learning, ensuring that students can focus on their academic growth.

**Regular Attendance and Student Safety:** We aspire to create a school where students attend regularly and are shielded from both physical and social-psychological harm, promoting a secure and nurturing atmosphere.

**Collaborative Approach to School Safety:** Through collaboration with the school office and school board, we identify, establish, and implement strategies and programs to comply with school safety laws, continuously enhancing our commitment to a secure educational environment.

**Community Engagement for Safety:** We actively engage with parents, pupils, teachers, administrators, counselors, and community agencies, including law enforcement, to collaboratively create a safe and orderly school and neighborhood.

**High Expectations in Academic Performance:** Our academic program is designed to set high expectations for pupil performance and behavior across all facets of the school experience, fostering a culture of excellence.

**Smooth Transitions:** We work collaboratively with middle schools within the district to ensure a seamless transition for students from one school level to another, providing the necessary support for their continued success.

**Inclusive Decision-Making for Safety:** We value the participation, views, and advice of teachers, parents, the Principal, and community members. This information is instrumental in promoting the safety of our pupils, staff, and community, ensuring that everyone has a voice in shaping our shared commitment to a secure and thriving learning environment.

## 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.

## 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	3	4	
1	17	2	4	
2	15	4	3	
3	18	2	4	
4	27	1	2	
5	36	1	1	2
Other	15	3	1	

## 2021-22 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	2	4	
1	23		3	
2	23		4	
3	23		4	
4	31		3	
5	34			2
Other	19	2	2	1

## 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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

## 2022-23 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	0



## 2022-23 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
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	1.2
<b>Social Worker</b>	2
<b>Nurse</b>	
<b>Speech/Language/Hearing Specialist</b>	2
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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
<b>School Site</b>	8350	1370	6981	92116
<b>District</b>	N/A	N/A	10102	\$109,009
<b>Percent Difference - School Site and District</b>	N/A	N/A	-36.5	-13.0
<b>State</b>	N/A	N/A	\$7,607	\$87,362
<b>Percent Difference - School Site and State</b>	N/A	N/A	5.7	10.3

## Fiscal Year 2022-23 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 local libraries.

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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
<b>Beginning Teacher Salary</b>	\$54,294	\$54,190
<b>Mid-Range Teacher Salary</b>	\$94,523	\$85,111
<b>Highest Teacher Salary</b>	\$129,765	\$104,999
<b>Average Principal Salary (Elementary)</b>	\$154,715	\$132,492
<b>Average Principal Salary (Middle)</b>	\$159,927	\$140,987
<b>Average Principal Salary (High)</b>	\$178,314	\$153,884
<b>Superintendent Salary</b>	\$306,593	\$255,503
<b>Percent of Budget for Teacher Salaries</b>	37.36%	32.09%
<b>Percent of Budget for Administrative Salaries</b>	4.04%	5.25%

## 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 the all of the Signature Practices. Teachers new to the Los Alamitos Unified School District are placed on a five-year professional development plan. Teachers are placed into cohorts according to the number of years with the District and attend professional development sessions. Teachers are also released to attend pre-approved workshops and conferences with the expectation of disseminating their findings by way of instructional networking. The District also provides content specific training when needed by departments or grade level teams.

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

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

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	36	57	71