

# McAuliffe Middle 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>	McAuliffe Middle School
<b>Street</b>	4112 Cerritos Ave.
<b>City, State, Zip</b>	Los Alamitos, CA 90720-2577
<b>Phone Number</b>	714-816-3320
<b>Principal</b>	Eddie Courtemarche
<b>Email Address</b>	ecourtemarche@losal.org
<b>School Website</b>	<a href="https://mcauliffe.losal.org">https://mcauliffe.losal.org</a>
<b>County-District-School (CDS) Code</b>	30739246058879

## 2023-24 District Contact Information

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

## 2023-24 School Description and Mission Statement

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 constantly strive 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 partnered with Stanford University to examine school practices and policies contributing to student stress or wellness. Moving into the 22/23 school year, we have implemented Conflict Calendars in every classroom to help teachers and students understand the academic load in every class. We have implemented an additional Nutrition Break between 2nd and 3rd periods, allowing students and staff an extra break in their morning schedule. Additionally, beginning in the Fall of 2022, we started to pilot a Tutorial Schedule to allow students additional time to receive academic support, 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!
- **Student Inclusion and Well-Being:** Throughout the school year, we will continue to focus on inclusion for all students. Through our partnership with No Place For Hate, 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. Our goal is to create a welcoming environment on campus for ALL students that celebrates diversity and the unique ways each person contributes to the McAuliffe community.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	320
Grade 7	353
Grade 8	331
Total Enrollment	1,004

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.5%
Male	49.5%
American Indian or Alaska Native	0.1%
Asian	12.4%
Black or African American	2.7%
Filipino	2.2%
Hispanic or Latino	31.6%
Native Hawaiian or Pacific Islander	0.7%
Two or More Races	8.5%
White	41%
English Learners	1.5%
Foster Youth	0.1%
Homeless	0.3%
Socioeconomically Disadvantaged	18.5%
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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	31.00	74.74	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>	5.30	12.89	17.90	4.83	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.60	1.61	0.70	0.20	12115.80	4.41
<b>Unknown</b>	4.40	10.72	27.50	7.43	18854.30	6.86
<b>Total Teaching Positions</b>	41.50	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>	29.60	72.27	322.60	88.64	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.60	1.64	0.60	0.18	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.30	0.73	8.60	2.38	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	5.30	12.99	10.60	2.91	11953.10	4.28
<b>Unknown</b>	5.00	12.33	21.40	5.88	15831.90	5.67
<b>Total Teaching Positions</b>	40.90	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	5.30	0.30
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	<b>5.30</b>	<b>0.30</b>

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	0.60	0.60
Local Assignment Options	0.00	4.60
<b>Total Out-of-Field Teachers</b>	<b>0.60</b>	<b>5.30</b>

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)	13.6	3.1
<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)	0.5	0.6

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 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

12/2023

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

## 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

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			
<b>Electrical</b>	X			

## School Facility Conditions and Planned Improvements

<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			

## 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)	71	73	79	78	47	46
<b>Mathematics</b> (grades 3-8 and 11)	57	60	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>	1012	998	98.62	1.38	73.25
<b>Female</b>	513	504	98.25	1.75	77.18
<b>Male</b>	499	494	99.00	1.00	69.23
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	125	123	98.40	1.60	86.99
<b>Black or African American</b>	27	27	100.00	0.00	74.07
<b>Filipino</b>	23	23	100.00	0.00	78.26
<b>Hispanic or Latino</b>	321	317	98.75	1.25	65.30
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	91	90	98.90	1.10	75.56
<b>White</b>	417	410	98.32	1.68	74.15
<b>English Learners</b>	16	16	100.00	0.00	25.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	62	61	98.39	1.61	72.13
<b>Socioeconomically Disadvantaged</b>	199	197	98.99	1.01	56.85
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	101	92	91.09	8.91	32.61

## 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>	1012	998	98.62	1.38	59.62
<b>Female</b>	513	504	98.25	1.75	56.94
<b>Male</b>	499	494	99.00	1.00	62.35
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	125	123	98.40	1.60	82.11
<b>Black or African American</b>	27	27	100.00	0.00	48.15
<b>Filipino</b>	23	23	100.00	0.00	60.87
<b>Hispanic or Latino</b>	321	317	98.75	1.25	49.84
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	91	90	98.90	1.10	63.33
<b>White</b>	417	410	98.32	1.68	60.49
<b>English Learners</b>	16	16	100.00	0.00	12.50
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	62	61	98.39	1.61	49.18
<b>Socioeconomically Disadvantaged</b>	199	197	98.99	1.01	40.10
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	101	92	91.09	8.91	19.57

## 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
Science (grades 5, 8 and high school)	56.52	56.66	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
All Students	334	329	98.50	1.50	55.93
Female	166	164	98.80	1.20	59.15
Male	168	165	98.21	1.79	52.73
American Indian or Alaska Native	0	0	0	0	0
Asian	40	40	100.00	0.00	67.50
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	94	93	98.94	1.06	44.09
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	25	25	100.00	0.00	56.00
White	157	153	97.45	2.55	62.75
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	22	22	100.00	0.00	45.45
Socioeconomically Disadvantaged	59	58	98.31	1.69	37.93
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	36	33	91.67	8.33	18.18

## 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

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 (Sundays)
- Regular Parent Square communication
- School Website, Social Media
- Birdwatch - ASB website
- Parent Education Nights
- WEB Day for new students
- 5th Grade Social
- School Site Council

## 2023-24 Opportunities for Parental Involvement

- Teacher web pages
- Teacher/Program social media
- 8th Grade Event Committee
- Coffee Connection with the Principal
- District Advisory Committee
- Operation Steering Committee
- District English Language Advisory Committee
- Human Relations Collaborative
- No Place For Hate - Parent Forum

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
<b>All Students</b>	1022	1019	82	8.0
<b>Female</b>	519	517	41	7.9
<b>Male</b>	503	502	41	8.2
<b>Non-Binary</b>	0	0	0	0.0
<b>American Indian or Alaska Native</b>	1	1	0	0.0
<b>Asian</b>	125	124	2	1.6
<b>Black or African American</b>	27	27	5	18.5
<b>Filipino</b>	23	23	1	4.3
<b>Hispanic or Latino</b>	324	324	25	7.7
<b>Native Hawaiian or Pacific Islander</b>	7	7	0	0.0
<b>Two or More Races</b>	85	85	7	8.2
<b>White</b>	421	419	42	10.0
<b>English Learners</b>	21	21	2	9.5
<b>Foster Youth</b>	2	2	0	0.0
<b>Homeless</b>	3	3	2	66.7
<b>Socioeconomically Disadvantaged</b>	202	201	30	14.9
<b>Students Receiving Migrant Education Services</b>	0	0	0	0.0
<b>Students with Disabilities</b>	105	104	25	24.0

## 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>	0.53	2.70	1.96	0.24	1.27	1.10	0.20	3.17	3.60
<b>Expulsions</b>	0.00	0.09	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>	1.96	0
<b>Female</b>	0.58	0
<b>Male</b>	3.38	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>	3.7	0
<b>Filipino</b>	0	0
<b>Hispanic or Latino</b>	2.16	0
<b>Native Hawaiian or Pacific Islander</b>	0	0
<b>Two or More Races</b>	1.18	0
<b>White</b>	2.38	0
<b>English Learners</b>	0	0
<b>Foster Youth</b>	0	0
<b>Homeless</b>	0	0
<b>Socioeconomically Disadvantaged</b>	3.47	0
<b>Students Receiving Migrant Education Services</b>	0	0
<b>Students with Disabilities</b>	4.76	0

## 2023-24 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.

## 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

## 2022-23 Secondary 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 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	27	8	34	10
Mathematics	27	4	15	6
Science	31	2	7	13
Social Science	28	3	12	9

## 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
<b>Pupils to Academic Counselor</b>	669.33

## 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>	1.5
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	1
<b>Social Worker</b>	
<b>Nurse</b>	
<b>Speech/Language/Hearing Specialist</b>	0.5
<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>	7880	1167	6713	107500
<b>District</b>	N/A	N/A	10102	\$109,009
<b>Percent Difference - School Site and District</b>	N/A	N/A	-40.3	2.5
<b>State</b>	N/A	N/A	\$7,607	\$87,362
<b>Percent Difference - School Site and State</b>	N/A	N/A	1.8	25.6

## 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 District Office.



## 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 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>	9	15	31