

Los Alamitos High 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/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.

2023-24 School Contact Information

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

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

Located in the coastal area of western Orange County, Los Alamitos High School is the only comprehensive high school in the Los Alamitos Unified School District. The school serves the communities of Los Alamitos, Seal Beach, Rossmoor, Surfside, and geographically adjacent areas in the cities of Long Beach and Cypress. In addition, we have over one thousand students attending the school on inter-district permits from other districts throughout Orange and Los Angeles Counties. This is principally a bedroom community. Socioeconomically, Los Alamitos High School students range from lower middle to upper middle income levels.

School-community ownership in Los Alamitos High School began in 1980 with a popular election to join Los Alamitos and Seal Beach elementary school districts, along with Los Alamitos High School, to form a unified K-12 district. Thus, Los Alamitos Unified School District was created. Prior to this unification, Los Alamitos High School was part of the Anaheim Union High School District. Community members, parents, and staff worked together to plan a high school that would give students the educational experiences necessary to become successful and productive citizens. Over thirty years later, this philosophy continues to drive change at "Los Al."

We have been honored nationally as an Exemplary School, and three times as a National Blue Ribbon School. Within the state of California, we are a three-time California Distinguished School and a Gold Ribbon School. We have received additional California Golden Bell recognition for our health curriculum, our fine arts program, and our human relations club, Griffins With A Mission (GWAM). While we are proud of our past accomplishments and our school's history, we are committed to continue the process of school improvement and growth so that all students will learn and succeed.

Mission Statement

Through a diversified and broad approach to the four A's - Academics, Athletics, Arts, and Activities -, Los Alamitos High School provides a meaningful curriculum, in and out of the classroom, that guarantees all students the opportunities and resources to attain the skills, knowledge, and values necessary to analyze and respond as ethical, socially responsible, and productive members of society.

2023-24 School Description and Mission Statement

School Vision

The Los Alamitos High School community provides a safe, welcoming and nurturing environment in which students develop a love of learning and a strong sense of ethics, integrity, and personal success. Rich and relevant opportunities foster literacy, curiosity, critical thinking, creativity, leadership, and goal setting. Students graduate qualified for post-secondary opportunities, with an appreciation for the relevance of learning, an understanding of civic responsibilities, and knowledge of life skills.

Schoolwide Learner Outcomes (SLOs) from the last WASC accreditation full study in 2019 are:

All students will be:

- Academic Achievers who:
 - demonstrate the ability to meet or exceed content standards across the curriculum.
 - read, write, speak, listen, and reason effectively.
 - are proficient in technological applications for educational and occupational goals.
 - are prepared to achieve postsecondary goals.
- Complex Thinkers who:
 - demonstrate critical and creative thinking.
 - exhibit a willingness to challenge themselves
 - analyze and problem solve effectively.
- Self-Directed Learners who:
 - recognize the importance of physical and mental well being as it relates to lifelong learning
 - set goals to maximize their potential
 - demonstrate practical skills including organization, studying, test-taking, time management, and perseverance.
- Productive Citizens who:
 - become active and informed citizens with a clear understanding of democratic values.
 - apply a global perspective to the process of making responsible choices.
 - develop an appreciation for other cultures, perspectives, values, and people with diverse abilities.
 - demonstrate responsibility and respect for others and display qualities of character such as honesty, integrity, and sportsmanship.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	758
Grade 10	771
Grade 11	785
Grade 12	741
Total Enrollment	3,055

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.5%
Male	50.4%
American Indian or Alaska Native	0.1%
Asian	13.6%
Black or African American	3%
Filipino	3.1%
Hispanic or Latino	28.4%
Native Hawaiian or Pacific Islander	0.9%
Two or More Races	8.3%
White	42.2%
English Learners	0.9%
Foster Youth	0.1%
Homeless	0.4%
Socioeconomically Disadvantaged	15.5%
Students with Disabilities	8.1%

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

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)	105.20	89.15	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)	3.30	2.84	17.90	4.83	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.02	0.70	0.20	12115.80	4.41
Unknown	9.40	7.97	27.50	7.43	18854.30	6.86
Total Teaching Positions	118.00	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	109.60	91.76	322.60	88.64	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.60	0.18	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.00	1.72	8.60	2.38	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.90	2.43	10.60	2.91	11953.10	4.28
Unknown	4.80	4.07	21.40	5.88	15831.90	5.67
Total Teaching Positions	119.50	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	0.30
Misassignments	3.30	1.60
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	3.30	2.00

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	2.90
Total Out-of-Field Teachers	0.00	2.90

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
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	8.3	7.6
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.1	1.1

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 District.

Year and month in which the data were collected	12/2023
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	District Adoption Date of Textbooks/Materials 1 Textbook Per Student Enrolled: 2002/2016	Yes	0
Mathematics	District Adoption Date of Textbooks/Materials 1 Textbook Per Student Enrolled: 2001/2008/2015	Yes	0
Science	District Adoption Date of Textbooks/Materials 1 Textbook Per Student Enrolled: 2002/2011/2013/2022	Yes	0
History-Social Science	District Adoption Date of Textbooks/Materials 1 Textbook Per Student Enrolled: 2007/'2009/2013/2015/2018/2021	Yes	0
Foreign Language	District Adoption Date of Textbooks/Materials 1 Textbook Per Student Enrolled: 2001-2005/2013	Yes	0
Health	District Adoption Date of Textbooks/Materials 1 Textbook Per Student Enrolled: 2004/2018	Yes	0
Visual and Performing Arts	District Adoption Date of Textbooks/Materials 1 Textbook Per Student Enrolled: 2008/2013/2014	Yes	0

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. 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. Modernization updates have been made throughout the school over the past few years providing for a new pool, STEM building, removal of portable structures, updates to classroom wings, installation of solar panels in the main parking lot, and planned developments for a competition gym.

Los Alamitos High School was established in 1967. Overall, the school is in good condition. It is clean and well maintained. Voters within the District boundaries approved a local bond in 2008. Due to the passage of the Measure K Bond in 2008, all school sites within the District were modernized. The modernization work included the installation of new roofs, electrical, HVAC, plumbing, and data systems. The doors, windows, and flooring were replaced along with all new restroom fixtures. During the summer of 2016, the fire alarm system was completely revamped. The prior summer there was extensive work done to the student common areas to expand walkways and add additional student seating throughout the campus. The campus electrical infrastructure was completed in 2019. The new swimming pool was completed in summer 2020. The STEM building broke ground in Fall 2020 and opened in August 2022. The new Media Center, now housed in the STEM building, provides before school and after school tutoring sessions as part of Griffin Lab. The Math team supports tutoring with sessions both before school and after school in teacher classrooms. The new College and Career Center space in the STEM building supports the college-going culture at LosAl by hosting events and college-going sessions in the evenings. In addition to the new College and Career Center space, the school added a new position for a College and Career Readiness Counselor supporting our unduplicated student population. With the addition of the new building, the school has added a school resource officer (SRO) to provide local police support for the school site.

Previous classrooms and administrative offices vacated after teachers moved to the STEM building were refurbished in the 300, 400, and 100 wings to reflect the outlook and feel in the STEM building. A Well Space and garden have also been developed to meet students' social-emotional needs which opened in January 2023 for the Well Space and September 2023 for the garden. In Summer 2022, the campus added solar panels in the main student parking lot; a project that is still underway. Older classrooms, psychologist and counselor offices were vacated and removed during the Spring and Summer of 2023. A new space was opened in place of the old counseling/psychologist offices to provide more eating and social space for students. In Winter 2023, the new competition gym will break ground. In Summer 2024, the 600 and 700 wings will be renovated as well. 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

School Facility Conditions and Planned Improvements

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			HVAC system replaced in building 100 summer 2015. HVAC system replaced in the PAC in summer 2016. HVAC system on biannual preventive maintenance contract.
Interior: Interior Surfaces	X			Theater seats refurbished and reupholstered summer 2015. The Performing Arts Center added a digital marquee in Fall 2023. 300 and 100 classrooms were remodeled in Summer 2023 to mirror the upgrades in the STEM building. The 600 and 700 building has a planned remodel in Summer 2024. Room 405 and 406 were remodeled to include classroom and life skill training space. The Special Education Life Skills students were moved into these classrooms in Fall 2023.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Monthly contract with Newport Pest Control.
Electrical	X			Electrical infrastructure upgrade began at the end of the 2017-18 school year and was completed in 2019. New circuit installed in 608 to accommodate the lounge. New electrical installed for 609 to accommodate appliances for Special Ed learning environment.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Gym and locker restrooms completed modernization summer 2013. Bottle fillers added to drinking fountains.
Safety: Fire Safety, Hazardous Materials	X			New fire alarm system installed and completed summer 2016.
Structural: Structural Damage, Roofs	X			The new 3 story STEM building was completed in Fall 2022. The Well Space was opened in the 600 wing in Fall 2022. The open-air garden opened in December 2022. The 100, 300 and 400 wings underwent modernization in Spring and Summer 2023. This also included new roofing for these areas. The old 400 building temporary classrooms were removed in Spring 2023. Modular classrooms next to the 600 building were removed in Spring 2023. The old counselor/psychologist offices and classrooms in the area of "the village" were torn down and a new grassy area is available for students to congregate and socialize. The 800 wing classrooms were vacated

School Facility Conditions and Planned Improvements

			<p>by social studies teachers. These areas now provide storage space for the arts programs, an office for the custodians, and a coaches office.</p> <p>The 600 and 700 buildings have a planned modernization to mirror the 100 and 300 wings in Summer 2024.</p> <p>Groundbreaking for the new competition gym will begin in Winter 2023.</p>
<p>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</p>	X		<p>Swimming pool built and complete in 2020.</p> <p>Outdoor basketball courts finished with new asphalt.</p> <p>Fencing in the front of the school was completed with Fall 2023 with the opening of the STEM building.</p> <p>Outdoor open-air garden next to the Well Space was opened in December 2022.</p> <p>Solar panels were built over the main parking lot and completed in 2023.</p> <p>The old counseling and psychologist offices, including four classrooms were removed. The space was leveled and new grass was planted.</p>

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
English Language Arts/Literacy (grades 3-8 and 11)	82	78	79	78	47	46
Mathematics (grades 3-8 and 11)	57	46	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
All Students	780	765	98.08	1.92	77.91
Female	389	380	97.69	2.31	81.58
Male	391	385	98.47	1.53	74.29
American Indian or Alaska Native	0	0	0	0	0
Asian	102	102	100.00	0.00	97.06
Black or African American	21	21	100.00	0.00	66.67
Filipino	26	26	100.00	0.00	92.31
Hispanic or Latino	216	211	97.69	2.31	69.19
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	66	63	95.45	4.55	79.37
White	344	337	97.97	2.03	77.45
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	65	65	100.00	0.00	73.85
Socioeconomically Disadvantaged	122	121	99.18	0.82	70.25
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	65	59	90.77	9.23	33.90

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
All Students	780	765	98.08	1.92	46.41
Female	389	379	97.43	2.57	43.01
Male	391	386	98.72	1.28	49.74
American Indian or Alaska Native	0	0	0	0	0
Asian	102	102	100.00	0.00	84.31
Black or African American	21	21	100.00	0.00	9.52
Filipino	26	26	100.00	0.00	61.54
Hispanic or Latino	216	211	97.69	2.31	31.28
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	66	64	96.97	3.03	48.44
White	344	336	97.67	2.33	45.54
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	65	65	100.00	0.00	35.38
Socioeconomically Disadvantaged	122	121	99.18	0.82	33.06
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	65	59	90.77	9.23	11.86

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)	52.24	58.37	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	1522	1497	98.36	1.64	58.05
Female	749	730	97.46	2.54	59.86
Male	773	767	99.22	0.78	56.32
American Indian or Alaska Native	--	--	--	--	--
Asian	214	214	100.00	0.00	83.64
Black or African American	44	43	97.73	2.27	25.58
Filipino	55	55	100.00	0.00	67.27
Hispanic or Latino	415	409	98.55	1.45	44.01
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	121	117	96.69	3.31	62.39
White	662	648	97.89	2.11	59.72
English Learners	13	13	100.00	0.00	7.69
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	112	112	100.00	0.00	52.68
Socioeconomically Disadvantaged	209	208	99.52	0.48	42.31
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	116	108	93.10	6.90	22.22

2022-23 Career Technical Education Programs

Career Technical Education Programs (from school year 2022-2023)

Programs offered: Computer Science, Bio-Medical, Engineering, Sports Medicine, Emergency Response, Film, Theater Technology, and Television Production

CTE Courses at LAHS Include: Introduction to Engineering Design, Principles of Engineering, Computer Integrated Manufacturing, Sports Medicine, Sports Medicine Advanced, ROP Fire Technology, ROP Emergency Medical Response, ROP Emergency Medical Technician, Introduction to Computer Science, AP Computer Science Principles, AP Computer Science A, Film and Television Production, Film and Television Production II, Theater Technology and Advanced Theater Technology. In Fall 2022, the school began building a Bio-Medical CTE program and Anatomy/Physiology became eligible as a CTE course. In Fall 2023, the school began offering the second year Bio-Medical pathway course in Advanced Anatomy and Physiology. In Fall 2023 a new administrative assistant position was added to facilitate and build community partnerships and internship opportunities between the school site and the local community.

Advisory Committee Primary Representative: Carrie Logue of LAEF

All programs at LAHS have industry representation on the CTE Advisory Committee.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	809
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	83.3
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	99.71
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	75.92

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

A major contribution to the overall success at Los Alamitos High School is the positive involvement of the school community in the leadership of the school. Being a School-Based Coordinated Program, Los Alamitos High School operates on a shared decision-making model. Committees such as PTSA, School Site Council, English Language Advisory Committee, Attendance Committee, Challenge Success Committee, Educational Foundation, Student Welfare and Safety Committee, Operations Steering Committee, parent representation on the District Language Advisory Committee and District Advisory Committee provide input to school and district decisions. Many Booster Clubs for performing groups, academic groups, and athletic groups also support our activities and athletic programs. Our Grad Nite Committee and A Taste of Los Al support overall school groups and climate. All of these groups provide avenues for parents, staff, and students to provide input into the decision-making process. Members of the business community contribute to the School-to-Career programs in an attempt to provide quality programs for our students which include our Mentor Breakfast and Career Day. On site and within the district, the Leadership Council, Student Attendance Review Board, Communication Council, and Technology Committee provide vehicles for staff-administrative communication and decision-making. For more information about opportunities for parent involvement at Los Alamitos High School, please contact the school office (562) 799-4780, ext. 82201.

The Los Alamitos USD Educational Foundation (LAEF) is a community-based, non-profit organization, formed in 1985. It consists of concerned community members working together to raise money to maintain and improve the quality of the schools of the Los Alamitos Unified School District. They receive funds through various businesses and provide financial and volunteer support and fundraising to important programs in addition to offering courses that continue to encourage lifelong learning. Contact information: Los Alamitos Educational Foundation, (562) 799-4700 x80424 or on the web at <http://www.laef4kids.org/>. Parents in PTSA involve community members and businesses to raise funds that support students, faculty, and a variety of groups across campus. Programs such as Senior of the Week, the Award of Academic Excellence ceremony, and the Reflections Art Awards encourage students through academics and the arts by giving scholarships and awards throughout the school year. PTSA also supports staff members through staff appreciation events, the Back-to-School Luncheon, teacher grants, and the Honorary Service Awards.

C. Engagement

State Priority: Pupil Engagement

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

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

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

Indicator	School 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
Dropout Rate	0.9	1.3	2	0.9	1.3	2.1	9.4	7.8	8.2
Graduation Rate	98.1	97.9	97.1	98	97.9	97	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	752	730	97.1
Female	368	359	97.6
Male	384	371	96.6
Non-Binary			
American Indian or Alaska Native	--	--	--
Asian	113	111	98.2
Black or African American	25	23	92.0
Filipino	29	29	100.0
Hispanic or Latino	202	194	96.0
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	57	55	96.5
White	319	311	97.5
English Learners	11	10	90.9
Foster Youth	--	--	--
Homeless	11	10	90.9
Socioeconomically Disadvantaged	180	169	93.9
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	63	51	81.0

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	3125	3092	329	10.6
Female	1535	1520	157	10.3
Male	1584	1567	171	10.9
Non-Binary	6	5	1	20.0
American Indian or Alaska Native	5	5	2	40.0
Asian	422	418	12	2.9
Black or African American	99	98	10	10.2
Filipino	96	96	9	9.4
Hispanic or Latino	889	878	111	12.6
Native Hawaiian or Pacific Islander	27	26	5	19.2
Two or More Races	263	259	25	9.7
White	1312	1300	152	11.7
English Learners	38	35	6	17.1
Foster Youth	5	4	1	25.0
Homeless	16	15	5	33.3
Socioeconomically Disadvantaged	539	532	99	18.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	277	266	60	22.6

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

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
Suspensions	0.37	1.88	1.70	0.24	1.27	1.10	0.20	3.17	3.60
Expulsions	0.03	0.00	0.10	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
All Students	1.7	0.1
Female	0.52	0
Male	2.84	0.19
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0.47	0.24
Black or African American	0	0
Filipino	4.17	0
Hispanic or Latino	2.25	0.11
Native Hawaiian or Pacific Islander	0	0
Two or More Races	1.14	0
White	1.75	0.08
English Learners	5.26	0
Foster Youth	0	0
Homeless	12.5	0
Socioeconomically Disadvantaged	4.27	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	6.14	0.36

2023-24 School Safety Plan

The 2023-24 Los Alamitos High School Comprehensive Safe School Plan was reviewed and ratified at School Site Council on October 4, 2023.

The plan was updated from August 10 - September 22, 2023.

The 2023-2024 Los Alamitos High School(LAHS) Comprehensive Safe School Plan is organized into 11 sections: the mission and vision statement, child abuse reporting, disaster procedures, suspension/expulsion, procedures to notify teachers of dangerous students, non-discrimination/harassment/bullying, dress code, procedures for safe ingress/egress, a safe and orderly environment conducive to learning, rules and procedures of school discipline, and pandemic response. It clearly communicates designated responsibilities within the areas school safety, so as to provide an academic setting for students and staff that is conducive learning. It offers information intended to identify elements and resources important for the improvement of school climate, both in and out of the classroom. It is designed to address campus risks, prepare for emergencies and create a safe and secure teaching/learning environment for all students and school personnel. Its goal is to offer guidance for stakeholders and to explain school emergency planning. It is intended to emphasize best practices, policies and procedures in the areas of violence prevention, emergency preparedness, crisis intervention and student/employee safety.

The LAHS Comprehensive Safe School Plan is a cooperative effort of site stakeholders: students, certificated/classified staff, administration, and parents/community members. The stakeholders main objective is to identify, establish and use strategies and programs that comply with school safety laws. The plan solicits the views and advice of these stakeholders and uses this information to promote the well-being of LAHS students, staff and the community. It is updated annually and ratified by the LAHS School Site Council in the early Fall semester.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

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	30	17	34	59
Mathematics	30	12	44	44
Science	30	9	31	40
Social Science	33	3	27	51

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	29	17	39	52
Mathematics	29	15	48	35
Science	30	11	32	29
Social Science	33	4	29	47

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	325

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
Counselor (Academic, Social/Behavioral or Career Development)	9.4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	3
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	4
Resource Specialist (non-teaching)	
Other	2

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
School Site	8672	1099	7574	106337
District	N/A	N/A	10102	\$109,009
Percent Difference - School Site and District	N/A	N/A	-28.6	1.4
State	N/A	N/A	\$7,607	\$87,362
Percent Difference - School Site and State	N/A	N/A	13.8	24.5

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

2022-23 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses

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

Subject	Number of AP Courses Offered
Computer Science	
English	
Fine and Performing Arts	
Foreign Language	
Mathematics	
Science	
Social Science	
Total AP Courses Offered Where there are student course enrollments of at least one student.	

Professional Development

The primary areas of focus for staff development are the District's Signature Practices: Thinking Maps and Depth and Complexity. Student data is collected via District benchmarks and various formal assessments, such as CAASPP and Illuminate, to determine instructional focus for teachers. Professional development is delivered by way of release time for teachers in the Signature Practices. Teachers new to the Los Alamitos Unified School District are placed on a five-year professional development plan. Teachers are placed into cohorts according to the number of years with the District and attend professional development sessions. Teachers are also released to attend pre-approved workshops and conferences with the expectation of disseminating their findings by way of instructional networking. The District also provides content specific training when needed by departments or grade level teams. Teachers are supported through on-going, in-class coaching by District TOSAs. Site administrators provide regular, ongoing feedback by conducting classroom observations, setting individual goals for teachers, and by providing time for teachers to collaborate and review data within grade level teams, subject teams and departments. Teachers are provided opportunities to participate in instructional networking where teachers observe other teachers and debrief on the instructional strategies employed within the lesson. The practice of instructional networking is cross-curricular and non-evaluative. The primary areas of focus for staff development are the District's Signature Practices: Cognitively Guided Instruction (CGI), Readers 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 Illuminate, to determine instructional focus for teachers. The District provides annual training to ensure accurate calibration in the administration of reading and mathematics assessments in order to assess site vs. district-wide areas of concerns.

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

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

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

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	9	15	31