

Los Alamitos High School

2023-2024 School Accountability Report Card (Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2024-25 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
Grade Span	9-12
County-District-School (CDS) Code	30739243033917

2024-25 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

2024-25 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.

2024-25 School Description and Mission Statement

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.

In preparation for the upcoming WASC accreditation visit in February 2025, the mission and vision statement have been updated. In addition, the Schoolwide Learner Outcomes (SLOs) have been renamed Schoolwide Learner Goals (SLGs).

Mission Statement

We ignite unlimited possibilities in academics, athletics, activities, and the arts.

School Vision

The Los Alamitos High School community encourages students to excel by supporting talent and creativity, nurturing well-being, and inspiring a passion for lifelong learning. We help them to navigate their present. We prepare them to build their future.

Schoolwide Learner Goals (SLGs) for the upcoming WASC accreditation full study in February 2025 are:

All students will be:

Complex Thinkers who:

- Demonstrate critical and creative approaches.
- Analyze and problem-solve effectively.
- Meet or exceed content standards across the curriculum.
- Are prepared to achieve postsecondary goals.

Effective Communicators who:

- Interact with others respectfully, responsibly, and in a timely manner.
- Use reason while reading, writing, speaking, and listening.
- Advocate for themselves and others.

Self-Directed Learners who:

- Set goals to maximize their potential.
- Demonstrate practical skills including organization, studying, test-taking, and time management.
- Exhibit perseverance, persistence, and a willingness to challenge themselves.

Productive Citizens who:

- Practice physical and mental well-being.
- Are technologically proficient, aware of digital ethics, and make informed choices.
- Are global participants with a clear understanding of democratic values.
- Respect all cultures, perspectives, values, and diverse abilities.
- Exhibit authenticity, honesty, integrity, and sportsmanship.

2024-25 School Description and Mission Statement

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	716
Grade 10	744
Grade 11	767
Grade 12	778
Total Enrollment	3,005

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49
Male	50.8
Non-Binary	0.2
American Indian or Alaska Native	0.1
Asian	13.2
Black or African American	3.4
Filipino	2.7
Hispanic or Latino	28.9
Native Hawaiian or Pacific Islander	0.9
Two or More Races	8.6
White	41.7
English Learners	1.1
Foster Youth	0.2
Homeless	0.4
Socioeconomically Disadvantaged	16.2
Students with Disabilities	8.5

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/Incomplete/NA	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/Incomplete/NA	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

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.

2022-23 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)	111.60	92.82	328.00	89.26	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.60	0.18	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	0.88	7.50	2.04	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.40	2.07	12.20	3.34	11746.90	4.23
Unknown/Incomplete/NA	5.00	4.22	19.00	5.18	14303.80	5.15
Total Teaching Positions	120.30	100.00	367.50	100.00	277698	100

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	2022-23
Permits and Waivers	0.00	0.30	0
Misassignments	3.30	1.60	1
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	3.30	2.00	1

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0.2
Local Assignment Options	0.00	2.90	2.2
Total Out-of-Field Teachers	0.00	2.90	2.4

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	8.30	7.6	6.6
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.10	1.1	1.1

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

2024-25 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

12/2024

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

Note: Cells with N/A values do not require data.

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

In Summer 2024, the Performing Arts Center (PAC) received a new roof, along with the 100 and 150 building classrooms, which were initially modernized during the Summer of 2023. The 600 and 800 building classrooms were modernized with new equipment and carpet during Summer 2024, as well as a new roof. The computer labs in 756 and 758 were also modernized with new computers, carpet/flooring, and equipment. The Summer of 2025 will have modernization of the 700 building classrooms. The completion of the new competition gymnasium adjacent to the original gym will offer our programs more space for practice and location for student events; it has an anticipated completion date of Fall 2025.

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
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School Facility Conditions and Planned Improvements

<p>Systems: Gas Leaks, Mechanical/HVAC, Sewer</p>	X		<p>HVAC system replaced in building 100 summer 2015.</p> <p>HVAC system replaced in the PAC in summer 2016.</p> <p>HVAC system on biannual preventive maintenance contract.</p>
<p>Interior: Interior Surfaces</p>	X		<p>Theater seats refurbished and reupholstered summer 2015. The Performing Arts Center added a digital marquee in Fall 2023.</p> <p>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.</p> <p>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.</p>
<p>Cleanliness: Overall Cleanliness, Pest/Vermin Infestation</p>	X		<p>Monthly contract with Newport Pest Control.</p>
<p>Electrical</p>	X		<p>Electrical infrastructure upgrade began at the end of the 2017-18 school year and was completed in 2019.</p> <p>New circuit installed in 608 to accommodate the lounge.</p> <p>New electrical installed for 609 to accommodate appliances for Special Ed learning environment.</p>
<p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p>	X		<p>Gym and locker restrooms completed modernization summer 2013.</p> <p>Bottle fillers added to drinking fountains.</p>
<p>Safety: Fire Safety, Hazardous Materials</p>	X		<p>New fire alarm system installed and completed summer 2016.</p>
<p>Structural: Structural Damage, Roofs</p>	X		<p>The new 3 story STEM building was completed in Fall 2022.</p> <p>The Well Space was opened in the 600 wing in Fall 2022. The open-air garden opened in December 2022.</p> <p>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.</p> <p>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 by social studies teachers. These areas now provide</p>

School Facility Conditions and Planned Improvements

			<p>storage space for the arts programs, an office for the custodians, and a coaches office.</p> <p>The 600 building was modernized to mirror the 100 and 300 wings in Summer 2024. The PAC and 100 buildings also received new roofing.</p> <p>Groundbreaking for the new competition gym began in Winter 2023 with a planned completion in Summer 2026.</p> <p>The 700 buildings have a planned modernization in Summer 2025.</p>
<p>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</p>	<p>X</p>		<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
	<p>X</p>		

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	78	79	78	78	46	47
Mathematics (grades 3-8 and 11)	46	50	66	65	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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	760	752	98.95	1.05	79.26
Female	372	369	99.19	0.81	88.08
Male	384	379	98.70	1.30	70.71
American Indian or Alaska Native	--	--	--	--	--
Asian	114	112	98.25	1.75	88.39
Black or African American	32	32	100.00	0.00	71.88
Filipino	19	19	100.00	0.00	73.68
Hispanic or Latino	207	205	99.03	0.97	76.59
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	73	73	100.00	0.00	75.34
White	306	302	98.69	1.31	80.79
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	33	33	100.00	0.00	60.61
Socioeconomically Disadvantaged	127	127	100.00	0.00	70.08
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	56	53	94.64	5.36	30.19

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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	760	749	98.55	1.45	49.67
Female	372	368	98.92	1.08	50.00
Male	384	377	98.18	1.82	49.07
American Indian or Alaska Native	--	--	--	--	--
Asian	114	112	98.25	1.75	78.57
Black or African American	32	32	100.00	0.00	28.13
Filipino	19	19	100.00	0.00	52.63
Hispanic or Latino	207	204	98.55	1.45	32.84
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	73	73	100.00	0.00	56.16
White	306	300	98.04	1.96	51.33
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	33	33	100.00	0.00	36.36
Socioeconomically Disadvantaged	127	127	100.00	0.00	37.01
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	56	52	92.86	7.14	7.69

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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	58.37	54.40	61.00	58.61	30.29	30.73

2023-24 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	1542	1527	99.03	0.97	53.96
Female	765	752	98.30	1.70	55.05
Male	772	770	99.74	0.26	52.86
American Indian or Alaska Native	--	--	--	--	--
Asian	216	216	100.00	0.00	79.63
Black or African American	51	51	100.00	0.00	33.33
Filipino	44	44	100.00	0.00	63.64
Hispanic or Latino	427	421	98.59	1.41	39.19
Native Hawaiian or Pacific Islander	13	13	100.00	0.00	30.77
Two or More Races	142	140	98.59	1.41	53.57
White	648	642	99.07	0.93	56.54
English Learners	16	16	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	69	69	100.00	0.00	39.13
Socioeconomically Disadvantaged	232	231	99.57	0.43	37.66
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	122	114	93.44	6.56	15.79

2023-24 Career Technical Education Programs

Career Technical Education Programs (from school year 2023-2024)

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. In the same year, Film and Television Production diversified the second-year course and students create and edit work for the weekly Griffin News broadcast and Focus Studios.

Advisory Committee Primary Representative: Carrie Logue of LAEF

2023-24 Career Technical Education Programs

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

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1036
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	71.6
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	99.63
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	79.33

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.

2023-24 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 requires only participation results 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	98.4	98.9	98.1	98.4
Grade 7	97.6	97.6	97.6	97.0	98.6
Grade 9	90.6	93.0	93.0	92.4	92.7

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2024-25 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. In the 2024-2025 school year, LAEF supported a variety of departmental projects throughout the school through their grant program. In support of on-site intervention programs, LAEF provided financial support for the Griffin Lab to continue intervention support for Math, English, Science, Social Science, and World Languages. PTSA has provided additional funding to support to the Math Intervention and Test Preparation offered by the LAHS Math Department.

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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	1.3	2.0	3.5	1.3	2.1	3.6	7.8	8.2	8.9
Graduation Rate	97.9	97.1	96.4	97.9	97.0	96.3	87.0	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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	799	770	96.4
Female	394	385	97.7
Male	404	384	95.0
Non-Binary	--	--	--
American Indian or Alaska Native	0	0	0.00
Asian	105	101	96.2
Black or African American	26	24	92.3
Filipino	27	26	96.3
Hispanic or Latino	219	213	97.3
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	67	64	95.5
White	348	335	96.3
English Learners	13	12	92.3
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	183	173	94.5
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	73	61	83.6

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	3065	3042	349	11.5
Female	1496	1485	180	12.1
Male	1561	1549	166	10.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	401	400	15	3.8
Black or African American	111	108	12	11.1
Filipino	81	81	8	9.9
Hispanic or Latino	895	888	104	11.7
Native Hawaiian or Pacific Islander	29	29	5	17.2
Two or More Races	260	258	27	10.5
White	1266	1256	172	13.7
English Learners	39	39	8	20.5
Foster Youth	--	--	--	--
Homeless	15	13	3	23.1
Socioeconomically Disadvantaged	613	603	103	17.1
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	279	272	56	20.6

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
1.88	1.7	1.73	1.27	1.1	1.34	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0.1	0.07	0.02	0.03	0.02	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.73	0.07
Female	1.00	0.07
Male	2.43	0.06
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.25	0.00
Black or African American	2.70	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.56	0.11
Native Hawaiian or Pacific Islander	3.45	0.00
Two or More Races	1.92	0.38
White	2.21	0.00
English Learners	2.56	0.00
Foster Youth	0.00	0.00
Homeless	6.67	0.00
Socioeconomically Disadvantaged	3.92	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	5.38	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

The 2024-25 Los Alamitos High School Comprehensive Safe School Plan was reviewed and ratified at School Site Council on October 9, 2024.

2024-25 School Safety Plan

The School Safety Plan continues an annual update and was updated prior to School Site Council ratification in September, 2024.

The 2024-2025 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.

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

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	33	15	30	54
Mathematics	48	8	9	43
Science	32	6	22	36
Social Science	34	6	32	40

2023-24 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	323.12

2023-24 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	9.3
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	3
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	4
Resource Specialist (non-teaching)	
Other	0.8

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	\$9,830	\$1,603	\$8,227	\$114,766
District	N/A	N/A	\$10,966	\$117,376
Percent Difference - School Site and District	N/A	N/A	-28.5	-2.2
State	N/A	N/A	\$10,771	\$94,694
Percent Difference - School Site and State	N/A	N/A	-26.8	19.2

Fiscal Year 2023-24 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 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	\$58,638	\$58,855
Mid-Range Teacher Salary	\$102,085	\$92,519
Highest Teacher Salary	\$140,146	\$114,665
Average Principal Salary (Elementary)	\$167,077	\$142,791
Average Principal Salary (Middle)	\$172,681	\$151,078
Average Principal Salary (High)	\$192,579	\$167,094
Superintendent Salary	\$331,040	\$281,086
Percent of Budget for Teacher Salaries	35.69	30.99
Percent of Budget for Administrative Salaries	4.16	5.37

2023-24 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	37.5
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	14
Fine and Performing Arts	5
Foreign Language	6
Mathematics	5
Science	13
Social Science	26
Total AP Courses Offered Where there are student course enrollments of at least one student.	69

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.

Professional Development

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	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	15	31	30