Los Alamitos Elementary School

2024-2025 School Accountability Report Card
(Published During the 2025-2026 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.

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/.

2025-26 School Contact Information

School Name	Los Alamitos Elementary School
Street	10862 Bloomfield St.
City, State, Zip	Los Alamitos CA 90720
Phone Number	(714) 816-3300
Principal	Jenny Padilla
Email Address	jennypadilla@losal.org
School Website	www.losal.org/lae
Grade Span	TK-5
County-District-School (CDS) Code	30739246029060

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

At Los Alamitos Elementary, our mission is to cultivate a responsive learning environment that adapts to the unique needs of every student, as identified through ongoing informal assessments. We are committed to ensuring that all students achieve academic and personal growth by fostering individualized support and creating opportunities for success.

We partner closely with families to support the whole child, recognizing that education extends beyond academics. By working together, we provide a collaborative foundation to address students' cognitive, social, and emotional development.

2025-26 School Description and Mission Statement

Through a schoolwide focus on socioemotional learning, including the implementation of the RULER Program, we equip students with the skills to recognize, understand, and manage their emotions, promoting resilience and empathy. Our dedication to socioemotional growth ensures that every child at LAE feels seen, valued, and empowered to thrive both in school and beyond.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	128
Grade 1	71
Grade 2	98
Grade 3	102
Grade 4	105
Grade 5	121
Total Enrollment	625

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.2
Male	53.6
Non-Binary	0.2
Asian	14.1
Black or African American	2.2
Filipino	3.4
Hispanic or Latino	46.7
Native Hawaiian or Pacific Islander	0.5
Two or More Races	9.4
White	21.3
English Learners	5
Homeless	1.1
Socioeconomically Disadvantaged	32.2
Students with Disabilities	17

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.

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)	28.1	97.91	322.6	88.64	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0.6	0.18	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	8.6	2.38	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.6	2.09	10.6	2.91	11953.1	4.28
Unknown/Incomplete/NA	0	0	21.4	5.88	15831.9	5.67
Total Teaching Positions	28.7	100	363.9	100	279044.8	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.

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)	28.4	94.68	328	89.26	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	0.6	0.18	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	7.5	2.04	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.5	1.96	12.2	3.34	11746.9	4.23
Unknown/Incomplete/NA	1	3.32	19	5.18	14303.8	5.15
Total Teaching Positions	30	100	367.5	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	30.4	92.67	343.8	90.13	230039.4	100
Intern Credential Holders Properly Assigned	0	0	0.8	0.22	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	7.7	2.04	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.5	1.79	9.5	2.51	12112.8	4.34
Unknown/Incomplete/NA	1.8	5.47	19.4	5.09	13705.8	4.91
Total Teaching Positions	32.8	100	381.5	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	0

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.60	0.5	0.5
Total Out-of-Field Teachers	0.60	0.5	0.5

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Los Alamitos Unified School District sets a high priority upon ensuring that high quality, standards-based textbooks and materials are available for every student to support instructional programs in the schools. Prior to adoption, the Los Alamitos Unified School District conducts a thorough review of its curriculum to ensure that it is aligned with the State Frameworks and high academic standards. Under California law, the State Board of Education reviews K-8 textbooks and other instructional materials and then adopts those meeting specific quality standards. In the Los Alamitos Unified School District, textbooks considered for adoption are carefully reviewed by a committee of teachers and administrators. The most promising programs are piloted using established criteria and guidelines. The recommended books are then approved by the Los Alamitos Unified School District Board of Education. To receive State instructional funds, the Los Alamitos Unified School District ensures that it has fully complied with the requirements of Education Code Section 60119. The District has also conducted an annual public hearing ensuring the sufficiency of instructional materials. Each school maintains a library/media center which is supported by District. Our last textbook adoption was ELA in 2021-2022 school year. We are currently piloting new materials for Science.

Year and month in which the data were collected	12/2024

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	District Adoption Date of Textbooks/Materials 1 Textbook Per Student Enrolled: 2022	0
Mathematics	District Adoption Date of Textbooks/Materials 1 Textbook Per Student Enrolled: 2015/2016	0
Science	District Adoption Date of Textbooks/Materials 1 Textbook Per Student Enrolled: 2023	0
History-Social Science	District Adoption Date of Textbooks/Materials 1 Textbook Per Student Enrolled: 2007/2018	0
Foreign Language	District Adoption Date of Textbooks/Materials 1 Textbook Per Student Enrolled: 2001-2005	0
Health	District Adoption Date of Textbooks/Materials 1 Textbook Per Student Enrolled: 2004	0
Visual and Performing Arts	District Adoption Date of Textbooks/Materials 1 Textbook Per Student Enrolled: 2008	0
Science Laboratory Equipment (grades 9-12)	District Adoption Date of Textbooks/Materials 1 Textbook Per Student Enrolled: 2005	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. Several schools have planted individual gardens, organized workrooms, and planned workdays for students and parents to enhance the facility. To ensure that our facilities are in good repair condition, custodians at each site perform monthly inspections and the District maintenance crew places safety as the number one priority. Los Alamitos Elementary School was built in 1952. Overall, the school is in very good condition. It is clean and well maintained. Voters within the District boundaries approved a local bond in 2008. Due to the passage of the Measure K Bond in 2008, all school sites within the District were modernized. The modernization work included the installation of new roofs, electrical, HVAC, plumbing, fire alarm and data systems. The doors, windows and flooring were replaced along with all new restroom fixtures. Modernization began at Los Alamitos Elementary School in June of 2010 and concluded in August of 2011 resulting in new infrastructure and the modernization of all buildings.
This year, 24-25, we have made significant strides in improving our facilities to enhance safety for students, staff, and families. We received approval to install a privacy screen on the fence surrounding our playground, adding an extra layer of security for our campus. In collaboration with the maintenance team, we are also updating our gates to align with enhanced safety protocols. Additionally, we have maintained ongoing communication with maintenance to improve parking lot safety, including the planned installation of an additional mirror at the parking lot exit to improve visibility and ensure safer traffic flow. These updates reflect our commitment to creating a secure and supportive environment for our school community.

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	74	68	78	75	47	48
Mathematics (grades 3-8 and 11)	62	62	65	64	35	37

2024-25 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	327	326	99.69	0.31	68.31
Female	165	165	100.00	0.00	74.39
Male	161	160	99.38	0.62	61.88
American Indian or Alaska Native	0	0	0	0	0
Asian	49	49	100.00	0.00	83.67
Black or African American	13	13	100.00	0.00	38.46
Filipino	--	--	--	--	--
Hispanic or Latino	146	145	99.32	0.68	61.81
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	37	37	100.00	0.00	75.68
White	72	72	100.00	0.00	75.00
English Learners	16	16	100.00	0.00	25.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	18	18	100.00	0.00	66.67
Socioeconomically Disadvantaged	105	105	100.00	0.00	55.77
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	56	55	98.21	1.79	29.63

2024-25 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	327	325	99.39	0.61	61.54
Female	165	164	99.39	0.61	64.02
Male	161	160	99.38	0.62	58.75
American Indian or Alaska Native	0	0	0	0	0
Asian	49	49	100.00	0.00	85.71
Black or African American	13	13	100.00	0.00	46.15
Filipino	--	--	--	--	--
Hispanic or Latino	146	144	98.63	1.37	49.31
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	37	37	100.00	0.00	83.78
White	72	72	100.00	0.00	62.50
English Learners	16	16	100.00	0.00	43.75
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	18	18	100.00	0.00	66.67
Socioeconomically Disadvantaged	105	104	99.05	0.95	49.04
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	56	54	96.43	3.57	22.22

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	53.85	58.33	58.61	55.56	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	122	120	98.36	1.64	58.33
Female	60	59	98.33	1.67	64.41
Male	62	61	98.39	1.61	52.46
American Indian or Alaska Native	0	0	0	0	0
Asian	20	20	100.00	0.00	85.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	58	56	96.55	3.45	48.21
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	16	16	100.00	0.00	50.00
White	23	23	100.00	0.00	65.22
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	35	34	97.14	2.86	58.82
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	13	11	84.62	15.38	18.18

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates

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	98.5	98.5	99.7	98.7	98.7
Grade 7	98.4	99.0	98.2	98.8	98.0
Grade 9	78.7	80.5	80.6	79.9	81.7

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.

2025-26 Opportunities for Parental Involvement

Los Alamitos Elementary School values and actively encourages parental involvement, recognizing it as a vital component of a thriving school community and student success. Parents have numerous opportunities to engage meaningfully in their child's education and contribute to the school's vibrant culture:

Parent Teacher Association (PTA):
The PTA meets monthly and organizes beloved schoolwide events like Camp LAE, Movie Night, the Carnival, and various fundraisers, fostering community spirit. Parent participation not only enhances these events but also supports critical programs through fundraising efforts that directly benefit our students.

Friends of LAE (FLAE):
This group of dedicated parents and community members organizes fundraisers to support essential programs such as the Media Center, MakerSpace, PE instructional aides, and technology improvements. FLAE ensures that 100% of funds raised go directly toward enriching school culture, sustaining vital programs, and upgrading technology to benefit all LAE students.

Room Coordinators:
Parents can volunteer in classrooms to support special programs and activities. Room coordinators lead these efforts, collaborating with teachers to enhance the learning experience. This support allows teachers to focus on delivering impactful instruction while fostering stronger parent-teacher partnerships.

Advisory Committees (ELAC/DLAC/DAC):
The English Language Advisory Committee (ELAC) meets bi-monthly to address the academic and intervention needs of English Learners. Parents also have opportunities to engage at the district level through the District English Learner Advisory Committee (DLAC) and District Advisory Committee (DAC), contributing valuable perspectives to guide programs and policies.

School Site Council (SSC):

2025-26 Opportunities for Parental Involvement

The SSC is a collaborative body of parents, staff, and administrators that oversees the development and monitoring of the school's Single Plan for Student Achievement (SPSA). Members also provide input on interventions and safety plans, ensuring LAE remains a secure and academically enriching environment for all students.

Parent Volunteers:
LAE welcomes parent volunteers to assist in classrooms, the Media Center, and during special events. Their involvement helps foster a collaborative and supportive atmosphere while enhancing the overall educational experience for students.

At LAE, we believe that strong family-school partnerships are key to supporting the whole child and creating a connected, thriving community.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	648	640	45	7.0
Female	298	295	19	6.4
Male	349	344	26	7.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	91	91	1	1.1
Black or African American	17	17	3	17.6
Filipino	21	21	1	4.8
Hispanic or Latino	303	302	24	7.9
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	61	59	3	5.1
White	147	142	13	9.2
English Learners	41	41	2	4.9
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	221	216	22	10.2
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	133	132	17	12.9

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
1.31	0.75	0.77	1.1	1.34	1.55	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.03	0.02	0	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.77	0.00
Female	0.00	0.00
Male	1.43	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	5.88	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.99	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.68	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.90	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.01	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.

2025-26 School Safety Plan

Mission Statement

At Los Alamitos Elementary (LAE), our mission is to nurture a vibrant and inclusive learning environment where every student thrives academically, socially, and emotionally. We are dedicated to guiding students toward academic excellence while fostering the discovery and development of their unique talents. With a strong foundation of care, respect, and encouragement, we prepare students to achieve their goals and navigate future transitions with confidence and resilience.

Our commitment extends beyond academics, ensuring that students are socially and emotionally equipped for the challenges of middle school, high school, and life beyond the classroom. At LAE, we strive to empower every child to reach their full potential in a supportive community that values growth, integrity, and lifelong learning.

Vision Statement

At Los Alamitos Elementary, we envision a school where every student is supported, challenged, and inspired to succeed. Our vision focuses on:

A Safe and Supportive Learning Environment: Providing a secure, orderly, and nurturing space where students can focus on learning and personal growth.
Commitment to Student Safety: Ensuring students feel protected from physical and emotional harm through consistent efforts to maintain a positive and inclusive atmosphere.
Collaborative Safety Initiatives: Partnering with the school board, staff, and community to implement effective strategies and programs that comply with safety laws and enhance our commitment to student well-being.

2025-26 School Safety Plan

Engaged Community Partnerships: Actively collaborating with parents, staff, students, law enforcement, and community agencies to create a safe and orderly school and neighborhood.
Academic Excellence: Setting high expectations for student achievement and behavior, cultivating a culture of excellence and pride in every aspect of the school experience.
Seamless Transitions: Working closely with district middle schools to ensure smooth transitions, providing students with the tools and support they need to succeed at every level of their educational journey.
Inclusive Decision-Making: Valuing the insights and contributions of parents, teachers, administrators, and community members to continuously enhance student safety, well-being, and success.
Our vision is rooted in the belief that every student deserves a safe, inspiring, and empowering environment where they can grow into confident, capable, and compassionate individuals.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
TK	24	0	1	0
K	23	0	4	0
1	24	0	4	0
2	23	0	4	0
3	24	0	5	0
4	32	1	3	0
5	33	1	2	1
6	0	0	0	0
Other	17	2	0	0

2023-24 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
TK	24	0	2	0
K	24	0	3	0
1	23	0	4	0
2	24	0	4	0
3	24	0	4	0
4	33	1	2	1
5	33	1	1	2
6	0	0	0	0
Other	17	2	1	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
TK	24	0	2	0
K	23	0	3	0
1	22	0	3	0
2	24	0	4	0
3	25	0	4	0
4	33	0	2	1
5	30	0	4	0
6	0	0	0	0
Other	11	2	0	0

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2024-25 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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.4
Social Worker	1.4
Nurse	
Speech/Language/Hearing Specialist	2.6
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	$10,169	$1,722	$8,447	$99,198
District	N/A	N/A	$11,459	$122,452
Percent Difference - School Site and District	N/A	N/A	-30.3	-21.0
State	N/A	N/A	$11,146	$100,065
Percent Difference - School Site and State	N/A	N/A	-27.6	-0.9

Fiscal Year 2024-25 Types of Services Funded

The types of services funded include: expenditures for instructional programs including regular and special education, categorical programs, instructional support, and pupil services. Additional expenditures include general and administrative support, plant maintenance and operations, data processing, and facilities. Budget copies are available at all school sites and the local libraries.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	$60,397	$62,145
Mid-Range Teacher Salary	$105,148	$97,088
Highest Teacher Salary	$144,350	$120,436
Average Principal Salary (Elementary)	$174,719	$151,343
Average Principal Salary (Middle)	$177,346	$159,514
Average Principal Salary (High)	$198,356	$177,261
Superintendent Salary	$340,943	$294,805
Percent of Budget for Teacher Salaries	34.47%	29.95%
Percent of Budget for Administrative Salaries	3.91%	5.4%

Professional Development

The primary areas of focus for staff development are the District's Signature Practices: Cognitively Guided Instruction (CGI), the Science of Reading, Thinking Maps and Depth and Complexity. As the District has adopted comprehensive, new curriculum in both English-Language Arts and science for grades K-8, additional professional development modules have been provided for these adoptions and alignment with scope and sequence. Student data is collected via District benchmarks and various formal assessments, such as CAASPP and the MAP Growth Assessment, to determine instructional needs for teachers. The District provides annual training to ensure accurate calibration in the administration of reading and mathematics assessments in order to assess site vs. district-wide areas of concerns.

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

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

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	71	99	106