

J. H. McGaugh 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	J. H. McGaugh Elementary School
Street	1698 Bolsa Ave.
City, State, Zip	Seal Beach
Phone Number	5627994560
Principal	Wendy Wood
Email Address	wwood@losal.org
School Website	https://mcgaugh.losal.org
Grade Span	K-5
County-District-School (CDS) Code	30739246030514

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

J.H. McGaugh School's mission is to provide all students with a positive and challenging learning environment which empowers them to become responsible and productive citizens. At J.H. McGaugh School, we believe that students learn best when a supportive, rigorous, and enriched learning environment is provided. The teachers, staff, students and community are committed to the following school goals:

SOCIAL EMOTIONAL LEARNING - RULER is a research-based social-emotional learning program from the Yale Center for

2025-26 School Description and Mission Statement

Emotional Intelligence. It teaches students and staff to recognize, understand, label, express, and regulate emotions. Through tools like the Mood Meter and Meta-Moment, RULER supports a positive school climate, improves student well-being, and strengthens relationships across the school community.

INTERVENTION - Recognizing that if students are not learning in class, it is our responsibility to teach them using alternate methods and additional instructional time. This includes using regular assessments to identify students who are not meeting grade level standards and then providing intervention opportunities for these students during the instruction day via a Response-to-Instruction (RTI) model.

INCLUSION - Teaching, supporting, recognizing, and appreciating the large population of students with special needs that are part of our learning community. McGaugh hosts exemplary special programs that meet the needs of students at every level including academic, social, emotional, and behavioral. The McGaugh community seeks to integrate and naturally include students with special needs in the general school environment whenever possible.

LANGUAGE ARTS - McGaugh provides a comprehensive and balanced literacy program which includes skill development, a love for reading and literature, writing, and language-rich activities. The district adopted Language Arts program (Houghton Mifflin Harcourt) is seen throughout the school. In addition, "Signature Practices" such as Junior Great Books and research based best practices are implemented in classrooms to support the development of reading comprehension. These comprehension strategies are used to create independent readers who use meta-cognition and expert level thinking to read and analyze texts. As well as, Thinking Maps and the Depth and Complexity Icons are used at all grade levels to support student writing and comprehensions skills.

MATHEMATICS - Providing a balanced program of skill acquisition through concrete experiences and problem solving strategies with an emphasis on real-life applications. The district adopted math program (Houghton Mifflin Harcourt) is seen throughout the school. Guided Instruction (CGI) allows students to demonstrate and share their mathematical thinking, allowing the teacher to provide individualized and focused math instruction. The web-based MIND Spatial-Temporal (JiJi) curriculum and Waggle uses adaptive and interactive mathematical modeling to increase students' conceptual and spatial understanding at all grade levels.

SCIENCE - Ensuring that all students demonstrate mastery of the state science content standards by providing hands-on, inquiry-based learning experiences that incorporate science process skills and the scientific method. The district adopted science program, Discovey Science, is seen throughout the school. Technology is used to give students access to scientific experiences, models, and current academic research pertinent to their learning. Additionally, all students in grades TK-5 have access to the innovation lab where hands-on next-generation science experiments are offered.

THE ARTS - Continuing the school tradition of arts excellence including our exemplary school music program, our outstanding art studio and instruction, and our annual Pageant of the Arts which has been the gold standard for original, school-based artistic performances in Orange County for the past forty two years.

TECHNOLOGY - Increasing access and use of technology to enhance literacy and content knowledge while preparing students for life and careers in the 21st century. Each classroom is equipped with newly-installed short-throw projectors and accompanying document cameras. Teachers have access to individual Chromebook carts, and we have a 1:1 BYOD program in grades first through five. McGaugh is also using several researched based software programs such as Waggle and 180 math and ELA, Reflex Math, Amira, MIND ST Math, and MIND Fluency to support and extend student learning.

2025-26 School Description and Mission Statement

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About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	150
Grade 1	107
Grade 2	103
Grade 3	119
Grade 4	130
Grade 5	112
Total Enrollment	721

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.6
Male	53.4
Asian	6.2
Black or African American	1.7
Filipino	1.9
Hispanic or Latino	26.9
Native Hawaiian or Pacific Islander	0.4
Two or More Races	11.9
White	48.8
English Learners	2.4
Homeless	0.3
Socioeconomically Disadvantaged	18
Students with Disabilities	24.3

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)	27.1	81.87	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)	1	3.02	8.6	2.38	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	10.6	2.91	11953.1	4.28
Unknown/Incomplete/NA	5	15.11	21.4	5.88	15831.9	5.67
Total Teaching Positions	33.1	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)	26.6	73.6	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)	1	2.77	7.5	2.04	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.5	1.52	12.2	3.34	11746.9	4.23
Unknown/Incomplete/NA	8	22.14	19	5.18	14303.8	5.15
Total Teaching Positions	36.1	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)	31.8	85.14	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	1.47	9.5	2.51	12112.8	4.34
Unknown/Incomplete/NA	5	13.39	19.4	5.09	13705.8	4.91
Total Teaching Positions	37.3	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	1.00	1	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	1.00	1	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	0.00	0.5	0.5
Total Out-of-Field Teachers	0.00	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)	9	6.2	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 California Standards for the Common Core. Under California law, the State Board of Education reviews K-8 textbooks and other instructional materials and then adopts those meeting specific quality standards. In the Los Alamitos Unified School District, textbooks considered for adoption are carefully reviewed by a committee of teachers and administrators. The most promising programs are piloted using established criteria and guidelines. The recommended books are then approved by the Los Alamitos Unified School District Board of Education. To receive State instructional funds, the Los Alamitos Unified School District ensures that it has fully complied with the requirements of Education Code Section 60119. The District has also conducted an annual public hearing ensuring the sufficiency of instructional materials. Each school maintains a library/media center which is supported by the District.

Year and month in which the data were collected

12/2024

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: 2015/16	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 insure 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. J.H. McGaugh was built in 1954. 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, fire alarm and data systems. The doors, windows and flooring were replaced along with all new restroom fixtures. The modernization of J.H. McGaugh Elementary School was completed in March 15, 2010. 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
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
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			

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)	65	65	78	75	47	48
Mathematics (grades 3-8 and 11)	68	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	360	353	98.06	1.94	65.44
Female	169	166	98.22	1.78	73.49
Male	191	187	97.91	2.09	58.29
American Indian or Alaska Native	0	0	0	0	0
Asian	28	27	96.43	3.57	70.37
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	96	94	97.92	2.08	55.32
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	36	36	100.00	0.00	61.11
White	186	182	97.85	2.15	70.88
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	37	35	94.59	5.41	48.57
Socioeconomically Disadvantaged	67	64	95.52	4.48	48.44
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	87	85	97.70	2.30	31.76

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	360	354	98.33	1.67	61.58
Female	169	166	98.22	1.78	57.23
Male	191	188	98.43	1.57	65.43
American Indian or Alaska Native	0	0	0	0	0
Asian	28	28	100.00	0.00	71.43
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	96	95	98.96	1.04	46.32
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	36	36	100.00	0.00	55.56
White	186	181	97.31	2.69	68.51
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	37	36	97.30	2.70	44.44
Socioeconomically Disadvantaged	67	63	94.03	5.97	39.68
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	87	85	97.70	2.30	32.94

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)	54.08	42.11	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	114	114	100.00	0.00	42.11
Female	61	61	100.00	0.00	39.34
Male	53	53	100.00	0.00	45.28
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	32	32	100.00	0.00	25.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	60	60	100.00	0.00	51.67
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	18	18	100.00	0.00	33.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	21	21	100.00	0.00	14.29

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	99.1	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
A strength at McGaugh School is the exceptional degree of community and parent involvement, including the PTA, Project SEEK, School Site Council, classroom volunteers, our partnership with the Seal Beach Naval Weapons Station, the support of the Seal Beach Police, and Business and Community Service Organizations. McGaugh's Parent and community involvement thrive with all the community events such as PTA Family nights, PTA Carnival, Project SEEK annual auction and dinner, and parent education nights.
PTA meetings are held monthly, on campus, on the first Tuesday of each month throughout the school year. PTA supports a wide variety of campus activities, including the all-school Ice Cream Social in September, Read Across America in the spring, grade level field trips, school assemblies, and generously supports the school's instructional program each year through intervention opportunities.
Project SEEK is McGaugh's dedicated Educational Foundation, which raises funding to support the school's dynamic Art and STEM programs. McGaugh students develop a love for the Arts and STEM through their participation in these programs, culminating each year in the production of the Pageant of the Arts and STEM fair.
The School Site Council spotlights specific areas of the curriculum, reviews assessment results, and makes recommendations for McGaugh's School Improvement Plan. The SSC meets quarterly. Parents are encouraged to attend all of these meetings and to provide input during the "public comments" portion of each meeting. Information regarding these meetings is available on the web and through our McGaugh Connect, our weekly school eNewsletter. For more information about opportunities for

2025-26 Opportunities for Parental Involvement

parent involvement at McGaugh, please contact the school office or your child's teacher.

The Los Alamitos USD Educational Foundation is a community-based, non-profit organization that was 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. The Foundation commits to fundraising for technology and other specialized projects. Contact information: Los Alamitos Educational Foundation, P.O. Box 1210, Los Alamitos, CA 90720 or on the web at <http://www.losaledfoundation.org/>.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	742	741	73	9.9
Female	345	344	35	10.2
Male	397	397	38	9.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	50	50	2	4.0
Black or African American	13	13	1	7.7
Filipino	14	14	1	7.1
Hispanic or Latino	205	205	27	13.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	88	88	8	9.1
White	366	365	32	8.8
English Learners	22	22	4	18.2
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	144	144	24	16.7
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	209	209	36	17.2

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
1.03	0.66	1.62	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	1.62	0.00
Female	0.29	0.00
Male	2.77	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	15.38	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.44	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	1.14	0.00
White	0.82	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	3.47	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.35	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

Each site has a Comprehensive Safe School Plan (CSSP), an Emergency Preparedness Plan, and a Crisis Intervention Plan. These three documents cover all aspects of campus safety. The plans are on file and available to all parents as well as the general public. The CSSP is reviewed and updated on an annual basis by the School Site Council and subsequently Board Approved. The CSSP is also on file at the Orange County Department of Education. The goal is to ensure a healthy, safe and drug-free environment on all Los Alamitos Unified School District campuses.

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	2	0
K	20	0	4	0
1	24	1	4	0
2	23	1	5	0
3	24	1	4	0
4	32	1	2	0
5	31	1	4	0
6	0	0	0	0
Other	23	4	2	1

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	20	1	4	0
1	23	2	3	0
2	23	0	4	0
3	24	1	4	0
4	33	1	2	1
5	33	1	0	2
6	0	0	0	0
Other	18	4	2	1

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	20	0	4	0
1	21	0	4	0
2	24	1	3	0
3	24	1	4	0
4	30	0	4	0
5	33	0	0	3
6	0	0	0	0
Other	16	4	0	1

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	1817.5

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)	0.4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.6
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	3.6
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	\$11,690	\$3,728	\$7,962	\$118,173
District	N/A	N/A	\$11,459	\$122,452
Percent Difference - School Site and District	N/A	N/A	-36.0	-3.6
State	N/A	N/A	\$11,146	\$100,065
Percent Difference - School Site and State	N/A	N/A	-33.3	16.6

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 District Office.

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), HMH, 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, MAPS, Amira, easyCBM, and Quick Phonics Survey 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

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