

McAuliffe Middle 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	McAuliffe Middle School
Street	4112 Cerritos Ave.
City, State, Zip	Los Alamitos, CA 90720-2577
Phone Number	714-816-3320
Principal	Eddie Courtemarche
Email Address	ecourtemarche@losal.org
School Website	https://mcauliffe.losal.org
Grade Span	6-8
County-District-School (CDS) Code	30739246058879

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

2025-26 School Description and Mission Statement

McAuliffe Middle School has a long history of excellence in academic achievement, and we pride ourselves on student opportunities for connection and belonging. At McAuliffe Middle School, all faculty and staff seek to connect students to school through academics, activities, athletics, and the arts. Rooted in Christa McAuliffe's vision to "be yourself, try your best, and never be afraid to dream," the McAuliffe teachers and staff constantly strive to support students during their middle school years while helping each student dream big and achieve.

In addition to our academic and extracurricular programs, McAuliffe continues to remain focused on student wellness through

2025-26 School Description and Mission Statement

several initiatives:

- **Challenge Success:** In the Fall of 2021, McAuliffe partnered with Stanford University to examine school practices and policies contributing to student stress or wellness. Moving into the 22/23 school year, we have implemented Conflict Calendars in every classroom to help teachers and students understand the academic load in every class. We have implemented an additional Nutrition Break between 2nd and 3rd periods, allowing students and staff an extra break in their morning schedule. Additionally, beginning in the Fall of 2022, we started to pilot a Tutorial Schedule to allow students additional time to receive academic support, complete homework assignments, opportunities for Social Emotional Learning, and extension lessons.
- **"The Corner"--A McAuliffe WellSpace:** Continuing our work on student mental health, McAuliffe Students will continue to have access to the McAuliffe WellSpace in Room 7. This space is staffed by one of two mental health professionals at all times and is specifically designed to provide students with a place to receive support for the hard things life throws at us!
- **Student Inclusion and Well-Being:** Throughout the school year, we will continue to focus on inclusion for all students. Through our partnership with No Place For Hate, Cultural Heritage Months, Abilities Awareness Week, PEACE and Kindness Weeks, student clubs, Human Relations Education, Power of Words student assemblies, and regular Social Emotional Lessons, students at McAuliffe will continue to be exposed to messages of kindness and inclusion. We want all students to feel welcomed and safe when on campus. Our goal is to create a welcoming environment on campus for ALL students that celebrates diversity and the unique ways each person contributes to the McAuliffe community.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	329
Grade 7	355
Grade 8	334
Total Enrollment	1,018

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.2
Male	50.7
Non-Binary	0.1
American Indian or Alaska Native	0.2
Asian	12
Black or African American	2.4
Filipino	1.8
Hispanic or Latino	33.7
Native Hawaiian or Pacific Islander	0.9
Two or More Races	12.7
White	36.2
English Learners	1.2
Homeless	0.3
Socioeconomically Disadvantaged	22.4
Students with Disabilities	10.3

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)	29.6	72.27	322.6	88.64	234405.2	84
Intern Credential Holders Properly Assigned	0.6	1.64	0.6	0.18	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.3	0.73	8.6	2.38	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	5.3	12.99	10.6	2.91	11953.1	4.28
Unknown/Incomplete/NA	5	12.33	21.4	5.88	15831.9	5.67
Total Teaching Positions	40.9	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)	30.6	76.65	328	89.26	231142.4	83.24
Intern Credential Holders Properly Assigned	0.6	1.65	0.6	0.18	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.8	2.07	7.5	2.04	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	5.7	14.24	12.2	3.34	11746.9	4.23
Unknown/Incomplete/NA	2.1	5.37	19	5.18	14303.8	5.15
Total Teaching Positions	40	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	74.91	343.8	90.13	230039.4	100
Intern Credential Holders Properly Assigned	0.8	2.12	0.8	0.22	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.2	3.14	7.7	2.04	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.3	8.36	9.5	2.51	12112.8	4.34
Unknown/Incomplete/NA	4.6	11.45	19.4	5.09	13705.8	4.91
Total Teaching Positions	40.1	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	0.30	0.8	1.2
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.30	0.8	1.2

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	0.60	0.1	0
Local Assignment Options	4.60	5.5	3.3
Total Out-of-Field Teachers	5.30	5.7	3.3

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)	3.1	6.5	9
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.6	0.3	0.3

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: 2002	0
Mathematics	District Adoption Date of Textbooks/Materials 1 Textbook Per Student Enrolled: 2001/2008/2015	0
Science	District Adoption Date of Textbooks/Materials 1 Textbook Per Student Enrolled: 2002/2008/2020	0
History-Social Science	District Adoption Date of Textbooks/Materials 1 Textbook Per Student Enrolled: 2007	0
Foreign Language	District Adoption Date of Textbooks/Materials 1 Textbook Per Student Enrolled: 2001-2005/2013	0
Health	District Adoption Date of Textbooks/Materials 1 Textbook Per Student Enrolled: 2004/2018	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

McAuliffe Middle School continues to pride itself on high-quality facilities where students thrive in an environment centered on learning. This year, we installed three additional security cameras, which increased the safety of our campus. Additionally, we replaced our marquee screen, located on the corner of Bloomfield St. and Cerritos Ave. This amplifies our ability to communicate with our community, promoting student and staff successes and informing stakeholders of upcoming events.

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			AC Units in the Main Office Building and Classrooms need a thorough inspection. Repairs addressed immediately.
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)	72	69	78	75	47	48
Mathematics (grades 3-8 and 11)	56	57	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	1012	995	98.32	1.68	69.25
Female	496	485	97.78	2.22	72.78
Male	515	509	98.83	1.17	65.82
American Indian or Alaska Native	--	--	--	--	--
Asian	123	120	97.56	2.44	81.67
Black or African American	23	22	95.65	4.35	54.55
Filipino	18	18	100.00	0.00	66.67
Hispanic or Latino	342	335	97.95	2.05	65.37
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	126	125	99.21	0.79	75.20
White	369	365	98.92	1.08	67.95
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	67	66	98.51	1.49	57.58
Socioeconomically Disadvantaged	240	235	97.92	2.08	58.72
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	107	99	92.52	7.48	31.31

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	1012	1000	98.81	1.19	56.96
Female	496	488	98.39	1.61	55.74
Male	515	511	99.22	0.78	58.04
American Indian or Alaska Native	--	--	--	--	--
Asian	123	122	99.19	0.81	77.87
Black or African American	23	22	95.65	4.35	40.91
Filipino	18	18	100.00	0.00	50.00
Hispanic or Latino	342	337	98.54	1.46	47.48
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	126	125	99.21	0.79	63.20
White	369	366	99.19	0.81	57.81
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	67	66	98.51	1.49	40.91
Socioeconomically Disadvantaged	240	237	98.75	1.25	39.83
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	107	99	92.52	7.48	16.16

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)	57.63	54.32	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	330	324	98.18	1.82	54.32
Female	170	167	98.24	1.76	47.90
Male	160	157	98.13	1.87	61.15
American Indian or Alaska Native	--	--	--	--	--
Asian	48	48	100.00	0.00	81.25
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	120	118	98.33	1.67	40.68
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	29	28	96.55	3.45	53.57
White	113	110	97.35	2.65	59.09
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	14	14	100.00	0.00	35.71
Socioeconomically Disadvantaged	85	82	96.47	3.53	32.93
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	28	25	89.29	10.71	20.00

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

Parental involvement is critical to the success of McAuliffe Middle School. Every parent at McAuliffe benefits from multiple opportunities to provide collaborative input into multiple areas. The School Site Council (SSC) is comprised of elected parent volunteers who serve to provide input to the principal and site administration on McAuliffe's alignment with the district LCAP, issues of school safety, and other school operations that directly impact students. In addition to the SSC, McAuliffe offers the following opportunities for parental engagement:

- Parent Teacher Association (PTA)
- Weekly school newsletter: The Eagle Eye (Sundays)
- Regular Parent Square communication
- School Website, Social Media
- Birdwatch - ASB website
- Parent Education Nights
- WEB Day for new students
- 5th Grade Social
- School Site Council
- Teacher web pages

2025-26 Opportunities for Parental Involvement

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

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1037	1031	104	10.1
Female	513	508	56	11.0
Male	523	522	48	9.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	125	124	5	4.0
Black or African American	25	24	3	12.5
Filipino	18	18	0	0.0
Hispanic or Latino	356	352	52	14.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	129	129	10	7.8
White	373	373	30	8.0
English Learners	16	16	4	25.0
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	255	252	44	17.5
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	113	111	20	18.0

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
1.96	3.31	2.03	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	2.03	0.00
Female	1.17	0.00
Male	2.87	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	4.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.97	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	4.65	0.00
White	1.34	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	4.31	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	4.42	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 School Safety Plan, an Emergency Preparedness Plan, and a Crisis Intervention Plan. These three documents cover all aspects of campus safety. The plans are on file and available to all parents and the general public. The CSSP is reviewed and updated annually by the School Site Council and, subsequently, board-approved. The CSSP is also on file at the Orange County Department of Education. All safety plans are reviewed and updated annually in a public meeting. Multiple emergency and safety drills are completed throughout the school year to stay current on evacuation and emergency procedures. The goal is to ensure a healthy, safe and drug-free environment on all Los Alamitos Unified School District campuses.

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	27	8	34	10
Mathematics	27	8	19	10
Science	31	2	7	13
Social Science	28	3	12	9

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	29	9	22	18
Mathematics	29	3	8	9
Science	32	2	9	11
Social Science	29	3	12	9

2024-25 Secondary 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 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	32	5	15	15
Mathematics	28	4	24	8
Science	29	1	27	5
Social Science	28	3	23	8

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	709.33

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)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.4
Resource Specialist (non-teaching)	
Other	0

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	\$9,400	\$2,133	\$7,267	\$118,128
District	N/A	N/A	\$11,459	\$122,452
Percent Difference - School Site and District	N/A	N/A	-44.8	-3.6
State	N/A	N/A	\$11,146	\$100,065
Percent Difference - School Site and State	N/A	N/A	-42.1	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), 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

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	31	99	106