

Los Alamitos High 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 High School
Street	3591 Cerritos Avenue
City, State, Zip	Los Alamitos, CA 90720
Phone Number	562-799-4780
Principal	Christiana Kraus
Email Address	ckraus@losal.org
School Website	https://lahs.losal.org
Grade Span	9-12
County-District-School (CDS) Code	30739243033917

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

Located in the coastal region of western Orange County, Los Alamitos High School serves as the sole comprehensive high school in the Los Alamitos Unified School District. The school proudly serves students from the communities of Los Alamitos, Seal Beach, Rossmoor, Surfside, and geographically adjacent areas in Long Beach and Cypress. Additionally, over one thousand students attend through inter-district permits from districts throughout Orange and Los Angeles Counties, reflecting the school's strong reputation and appeal to families seeking quality education.

The school community represents a primarily residential area with students from lower-middle to upper-middle income families. This diverse socioeconomic composition contributes to a rich learning environment where students from varied backgrounds

2025-26 School Description and Mission Statement

come together to pursue academic excellence.

Los Alamitos High School's unique community ownership began in 1980 when voters elected to unify the Los Alamitos and Seal Beach elementary districts with Los Alamitos High School, creating the Los Alamitos Unified School District. Prior to unification, the high school was part of the Anaheim Union High School District. This historic decision reflected the community's commitment to creating an educational environment where students would gain the experiences necessary to become successful, productive citizens—a philosophy that continues to drive innovation and excellence at "Los Al" more than four decades later.

The school's commitment to excellence has earned national and state recognition, including designation as an Exemplary School and three-time National Blue Ribbon School as well as College Board's Advanced Placement (AP) Honor Roll. LAHS also received a 6-year clear accreditation from WASC in February 2025. Within California, Los Alamitos High School has been honored as a three-time California Distinguished School and Gold Ribbon School. The school has also received California Golden Bell recognition for its health curriculum, fine arts program, and human relations club, Griffins With A Mission (GWAM). Athletic excellence is equally celebrated, with recent CIF championships in basketball and softball during the 2024-2025 school year, and the football team capturing the CIF Division 2 championship in Fall 2025. While proud of these accomplishments and rich history, the school community remains dedicated to continuous improvement and growth to ensure all students learn and succeed.

Mission Statement

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

School Vision

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

Schoolwide Learner Goals (SLGs)

All students will be:

Complex Thinkers who:

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

Effective Communicators who:

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

Self-Directed Learners who:

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

Productive Citizens who:

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

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	729
Grade 10	710
Grade 11	720
Grade 12	756
Total Enrollment	2,915

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.8
Male	49.8
Non-Binary	0.4
American Indian or Alaska Native	0.1
Asian	13.7
Black or African American	3.6
Filipino	2.7
Hispanic or Latino	30.1
Native Hawaiian or Pacific Islander	0.8
Two or More Races	8.3
White	40
English Learners	1
Foster Youth	0.1
Homeless	0
Socioeconomically Disadvantaged	16.7
Students with Disabilities	8.2

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)	109.6	91.76	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)	2	1.72	8.6	2.38	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.9	2.43	10.6	2.91	11953.1	4.28
Unknown/Incomplete/NA	4.8	4.07	21.4	5.88	15831.9	5.67
Total Teaching Positions	119.5	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)	111.6	92.82	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	0.88	7.5	2.04	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.4	2.07	12.2	3.34	11746.9	4.23
Unknown/Incomplete/NA	5	4.22	19	5.18	14303.8	5.15
Total Teaching Positions	120.3	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)	110.3	92.31	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)	1	0.86	7.7	2.04	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.8	2.38	9.5	2.51	12112.8	4.34
Unknown/Incomplete/NA	5.3	4.43	19.4	5.09	13705.8	4.91
Total Teaching Positions	119.5	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	0.30	0	0
Misassignments	1.60	1	1
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	2.00	1	1

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	0.2	0
Local Assignment Options	2.90	2.2	2.8
Total Out-of-Field Teachers	2.90	2.4	2.8

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)	7.6	6.6	5.4
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.1	1.1	0.7

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 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: 2002/2016	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: 2002/2011/2013/2022	0
History-Social Science	District Adoption Date of Textbooks/Materials 1 Textbook Per Student Enrolled: 2007/2009/2013/2015/2018/2021	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: 2008/2013/2014	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

Los Alamitos Unified School District has always emphasized the importance of maintaining clean, safe learning environments that serve as a source of pride for students, staff, and families. To ensure facilities remain in excellent repair, custodians perform monthly inspections at each site while the district maintenance crew prioritizes safety as their number one concern.

Established in 1967, Los Alamitos High School is overall in good condition and remains clean and well-maintained. The campus underwent comprehensive modernization following voter approval of the Measure K Bond in 2008, which funded district-wide improvements including new roofs, electrical systems, HVAC, plumbing, data infrastructure, doors, windows, flooring, and restroom fixtures.

Since 2016, the campus has experienced continuous improvements and expansion. The fire alarm system received a complete upgrade in 2016, followed by extensive work on student common areas that expanded walkways and added seating throughout campus. The electrical infrastructure project was completed in 2019, and a new swimming pool opened in summer 2020.

A significant milestone came in August 2022 with the opening of the new STEM building, which houses the modernized Media Center offering Griffin Lab tutoring sessions before and after school. The building also includes a new College and Career Center that supports the school's college-going culture through evening events and sessions. The addition of this building enabled the district to add a school resource officer (SRO) to provide on-site police support.

The modernization efforts continued as classrooms and administrative offices vacated after the STEM building opening were refurbished in the 300, 400, and 100 wings to match the new building's aesthetic. A Well Space opened in January 2023 to support students' social-emotional needs, followed by a well space garden in September 2023. Solar panels were installed in the main student parking lot during summer 2022, and older portable structures were removed as part of ongoing campus improvements.

In 2024, modernization expanded to include new roofing for the Performing Arts Center and the 100 and 150 building classrooms. The 600 and 800 buildings received new equipment and flooring, while computer labs in rooms 756 and 758 were updated with new computers and equipment. The most recent major addition, the Griffin Center competition gym, officially opened in August 2025, featuring three full courts with seating for 2,800 people and a full-scale weight room. This facility now enables the school to host whole-school assemblies.

Looking ahead, the Performing Arts Center is scheduled for additional renovations in 2026, which will expand viewing access, add seating and bathrooms, and update the facade to match previous renovations. For additional information about the condition of the school's facilities, please contact 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			HVAC system on biannual preventive maintenance contract.
Interior: Interior Surfaces	X			Theater seats refurbished and reupholstered summer 2015. The Performing Arts Center added a digital marquee in Fall 2023. Room 405 and 406 were

School Facility Conditions and Planned Improvements

			remodeled to include classroom and life skill training space. The Special Education Life Skills students were moved into these classrooms in Fall 2023. 300 and 100 classrooms were remodeled in Summer 2023 to mirror the upgrades in the STEM building. The 600 and 700 buildings were updated in Summer 2024.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X		Monthly contract with Newport Pest Control.
Electrical	X		<p>Electrical infrastructure upgrade began at the end of the 2017-18 school year and was completed in 2019.</p> <p>New circuit installed in 608 to accommodate the lounge.</p> <p>New electrical installed for 609 to accommodate appliances for Special Ed learning environment.</p>
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		<p>Gym and locker restrooms completed modernization summer 2013.</p> <p>Bottle fillers added to drinking fountains.</p>
Safety: Fire Safety, Hazardous Materials	X		New fire alarm system installed and completed summer 2016.
Structural: Structural Damage, Roofs	X		<p>The new 3 story STEM building was completed in Fall 2022.</p> <p>The Well Space was opened in the 600 wing in Fall 2022. The open-air garden opened in December 2022.</p> <p>The 100, 300 and 400 wings underwent modernization in Spring and Summer 2023. This also included new roofing for these areas. The old 400 building temporary classrooms were removed in Spring 2023. Modular classrooms next to the 600 building were removed in Spring 2023.</p> <p>The old counselor/psychologist offices and classrooms in the area of "the village" were torn down and a new grassy area is available for students to congregate and socialize. The 800 wing classrooms were vacated by social studies teachers. These areas now provide storage space for the arts programs, an office for the custodians, and a coaches office.</p> <p>The 600 building was modernized to mirror the 100 and 300 wings in Summer 2024. The PAC and 100 buildings also received new roofing. The 700 building was modernized in Summer of 2025.</p> <p>The Griffin Center was opened in August 2025.</p> <p>The Performing Arts Center is scheduled for renovations in 2026.</p>
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		<p>Swimming pool built and complete in 2020.</p> <p>Outdoor basketball courts finished with new asphalt.</p>

School Facility Conditions and Planned Improvements

				<p>Fencing in the front of the school was completed with Fall 2023 with the opening of the STEM building.</p> <p>Outdoor open-air garden next to the Well Space was opened in December 2022.</p> <p>Solar panels were built over the main parking lot and completed in 2023.</p> <p>The old counseling and psychologist offices, including four classrooms were removed. The space was leveled and new grass was planted.</p>
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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)	79	73	78	75	47	48
Mathematics (grades 3-8 and 11)	50	46	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	712	705	99.02	0.98	72.77
Female	360	358	99.44	0.56	77.65
Male	349	344	98.57	1.43	67.73
American Indian or Alaska Native	0	0	0	0	0
Asian	90	89	98.89	1.11	92.13
Black or African American	17	17	100.00	0.00	52.94
Filipino	22	22	100.00	0.00	72.73
Hispanic or Latino	234	231	98.72	1.28	69.70
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	61	61	100.00	0.00	77.05

White	283	280	98.94	1.06	69.64
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	106	103	97.17	2.83	60.19
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	57	52	91.23	8.77	30.77

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	712	704	98.88	1.12	45.60
Female	360	357	99.17	0.83	42.86
Male	349	344	98.57	1.43	48.26
American Indian or Alaska Native	0	0	0	0	0
Asian	90	89	98.89	1.11	77.53
Black or African American	17	17	100.00	0.00	35.29
Filipino	22	22	100.00	0.00	68.18
Hispanic or Latino	234	231	98.72	1.28	29.44
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	61	61	100.00	0.00	54.10
White	283	279	98.59	1.41	46.24
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--

Socioeconomically Disadvantaged	106	103	97.17	2.83	27.18
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	57	52	91.23	8.77	7.69

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

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

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	54.4	46.79	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	1478	1467	99.26	0.74	49.49
Female	735	732	99.59	0.41	50.14
Male	736	728	98.91	1.09	48.63
American Indian or Alaska Native	--	--	--	--	--
Asian	207	206	99.52	0.48	71.36
Black or African American	50	50	100.00	0.00	28.00
Filipino	41	41	100.00	0.00	56.10
Hispanic or Latino	442	436	98.64	1.36	36.24
Native Hawaiian or Pacific Islander	12	12	100.00	0.00	50.00
Two or More Races	127	127	100.00	0.00	49.61
White	598	594	99.33	0.67	53.03
English Learners	13	13	100.00	0.00	7.69
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	18	18	100.00	0.00	27.78
Socioeconomically Disadvantaged	229	227	99.13	0.87	33.48
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	111	104	93.69	6.31	15.38

2024-25 Career Technical Education Programs

Career Technical Education Programs (from school year 2024-2025)

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

CTE Courses at LAHS Include: Introduction to Engineering Design, Principles of Engineering, Computer Integrated Manufacturing, Sports Medicine, Sports Medicine Advanced, ROP Fire Technology, ROP Emergency Medical Response, ROP Emergency Medical Technician, Introduction to Computer Science, AP Computer Science Principles, AP Computer Science A, Film and Television Production, Film and Television Production II, Technical Theatre and Advanced Technical Theatre. In Fall 2022, the school began building a Bio-Medical CTE program and Anatomy/Physiology became eligible as a CTE course. In Fall 2023, the school began offering the second year Bio-Medical pathway course in Advanced Anatomy and Physiology. In Fall 2023, a work-based learning technician was added to facilitate and build community partnerships and internship opportunities between the school site and the local community. In the same year, Film and Television Production diversified the second-year course and students create and edit work for the weekly Griffin News broadcast and Focus Studios.

Advisory Committee Primary Representative: Carrie Logue of LAEF

2024-25 Career Technical Education Programs

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

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	958
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	48.8
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

2024-25 Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/CSU Admission	99.69
Graduates Who Completed All Courses Required for UC/CSU Admission	82.07

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

Community Leadership and Involvement

A major contributor to Los Alamitos High School's overall success is the positive involvement of the school community in educational leadership. Operating as a School-Based Coordinated Program, Los Alamitos High School functions on a shared decision-making model that values input from all stakeholders.

Parent and Community Committees

Multiple committees provide essential input to school and district decisions, including PTSA, School Site Council, English Language Advisory Committee, Attendance Committee, Educational Foundation, Student Welfare and Safety Committee, Operations Steering Committee, and parent representation on both the District Language Advisory Committee and District Advisory Committee. Additionally, numerous Booster Clubs support performing arts groups, academic programs, and athletic teams, while the Grad Nite Committee and A Taste of Los Al enhance overall school culture and climate.

Business Community Partnership

Members of the business community actively contribute to School-to-Career programs, providing quality experiences for students through initiatives such as the Mentor Breakfast and Career Day. These partnerships help bridge classroom learning with real-world applications.

Internal Leadership Structure

On-site and district-level committees including the Leadership Council, Student Attendance Review Board, Communication Council, and Technology Committee facilitate effective staff-administrative communication and collaborative decision-making.

Los Alamitos USD Educational Foundation (LAEF)

Established in 1985, LAEF is a community-based, non-profit organization comprised of dedicated community members working to maintain and improve the quality of education throughout the Los Alamitos Unified School District. The foundation raises funds through various business partnerships and provides financial support, volunteer assistance, and fundraising for important programs while offering courses that encourage lifelong learning. During the 2024-2025 school year, LAEF supported numerous departmental projects through their grant program and provided crucial financial support for the Griffin Lab, enabling continued intervention support in Math, English, Science, Social Science, and World Languages.

PTSA Support

The PTSA actively engages community members and businesses to raise funds supporting students, faculty, and various campus groups. Their programs include Senior of the Week, the Award of Academic Excellence ceremony, and the Reflections Art Awards, which encourage students through academics and the arts by providing scholarships and recognition throughout the school year. PTSA also demonstrates strong support for staff through appreciation events, the Back-to-School Luncheon, teacher grants, and Honorary Service Awards. Additionally, PTSA has provided funding to support Math Intervention and Test Preparation programs offered by the LAHS Math Department. For more information about opportunities for parent involvement at Los Alamitos High School, please contact the school office (562) 799-4780, ext. 82201.

C. Engagement

State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 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
Dropout Rate	2	3.5	2.4	2.1	3.6	2.6	8.2	8.9	8
Graduation Rate	97.1	96.4	97	97	96.3	96.9	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	778	755	97.0
Female	380	372	97.9
Male	393	378	96.2
Non-Binary	--	--	--
American Indian or Alaska Native	--	--	--
Asian	117	117	100.0
Black or African American	30	30	100.0
Filipino	18	18	100.0
Hispanic or Latino	211	204	96.7
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	69	65	94.2
White	325	313	96.3
English Learners	12	12	100.0
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	207	202	97.6
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	66	57	86.4

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

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 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2972	2952	485	16.4
Female	1479	1468	264	18.0
Male	1483	1474	218	14.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	404	403	32	7.9
Black or African American	108	107	20	18.7
Filipino	82	81	10	12.3
Hispanic or Latino	898	890	160	18.0
Native Hawaiian or Pacific Islander	23	23	6	26.1
Two or More Races	253	251	45	17.9
White	1195	1189	212	17.8
English Learners	38	38	8	21.1
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	535	532	134	25.2
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	256	252	70	27.8

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
1.7	1.73	2.12	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
0.1	0.07	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	2.12	0.00
Female	1.28	0.00
Male	2.97	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	1.24	0.00
Black or African American	4.63	0.00
Filipino	1.22	0.00
Hispanic or Latino	2.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	2.37	0.00
White	2.26	0.00
English Learners	5.26	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	5.05	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	8.20	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

The 2025-26 Los Alamitos High School Comprehensive Safe School Plan was reviewed and ratified by the School Site Council on October 1, 2025, following its annual update completed in September 2025.

The comprehensive plan is organized into eleven essential sections: mission and vision statement, child abuse reporting procedures, disaster response protocols, suspension and expulsion policies, procedures for notifying teachers of potentially dangerous students, non-discrimination/harassment/bullying policies, dress code guidelines, safe ingress and egress procedures, maintaining a safe and orderly learning environment, school discipline rules and procedures, and pandemic response protocols. The plan clearly communicates designated responsibilities within school safety areas to provide an academic setting conducive to learning for both students and staff. It identifies key elements and resources important for improving school climate both inside and outside the classroom, addresses campus risks, prepares for emergencies, and creates a secure teaching and learning environment for all students and school personnel. The plan's primary goal is to offer guidance for stakeholders while explaining school emergency planning procedures. It emphasizes best practices, policies, and procedures in violence prevention, emergency preparedness, crisis intervention, and student and employee safety.

The LAHS Comprehensive Safe School Plan represents a cooperative effort among all site stakeholders, including students, certificated and classified staff, administration, and parents and community members. The stakeholders' main objective is to identify, establish, and implement strategies and programs that comply with school safety laws. The plan actively solicits input and advice from these stakeholders, using this information to promote the well-being of LAHS students, staff, and the broader community.

The plan undergoes annual updates and is ratified by the LAHS School Site Council each fall semester to ensure it remains current and effective in addressing evolving safety needs.

2022-23 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	29	17	39	52
Mathematics	29	15	48	35
Science	30	11	32	29
Social Science	33	4	29	47

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	33	15	30	54
Mathematics	27	21	49	38
Science	32	6	22	36
Social Science	34	6	32	40

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	33	13	25	57
Mathematics	28	4	15	38
Science	31	6	28	27
Social Science	30	8	44	26

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	362.05

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)	8.3
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	3
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	3
Resource Specialist (non-teaching)	
Other	0.8

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	\$10,490	\$1,736	\$8,754	\$117,185
District	N/A	N/A	\$11,459	\$122,452
Percent Difference - School Site and District	N/A	N/A	-26.8	-4.4
State	N/A	N/A	\$11,146	\$100,065
Percent Difference - School Site and State	N/A	N/A	-24.0	15.8

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%

2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	37.8
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	2
English	2
Fine and Performing Arts	5
Foreign Language	4
Mathematics	3
Science	4
Social Science	6
Total AP Courses Offered Where there are student course enrollments of at least one student.	26

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	30	106