



**Los Alamitos High School**  
**School Accountability Report Card**  
**Reported for School Year 2006-07**  
 Published During 2007-08

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the District office. *DataQuest*, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state..

**About This School**

**Contact Information**

School		District	
<b>School Name</b>	Los Alamitos High School	<b>District Name</b>	Los Alamitos Unified School District
<b>Street</b>	3591 Cerritos Ave.	<b>Phone Number</b>	562-799-4700
<b>City, State, Zip</b>	Los Alamitos, CA 90720-2414	<b>Web Site</b>	<a href="http://www.losal.org/lahs">www.losal.org/lahs</a>
<b>Phone Number</b>	562-799-4780	<b>Superintendent</b>	Dr. Gregory A. Franklin
<b>Principal</b>	Mr. Kelly Godfrey	<b>E-mail Address</b>	<a href="mailto:webmaster@losal.org">webmaster@losal.org</a>
<b>E-mail Address</b>	<a href="mailto:kgodfrey@losal.org">kgodfrey@losal.org</a>	<b>CDS Code</b>	30739243033917

**School Description and Mission Statement**

With enthusiasm and intelligence, Los Alamitos High School shareholders provide a safe, welcoming and nurturing environment in which students develop a love of learning and a strong sense of ethics, integrity, and personal success. Rich and relevant opportunities foster literacy, curiosity, critical thinking, creativity, leadership, and goal setting. Students graduate with an appreciation for the relevance of learning, an understanding of civic responsibilities, and knowledge of life skills. The mission of Los Alamitos High School is to provide a nurturing and challenging environment that fosters academic achievement, democratic values, cultural diversity, and life-long learning. Within this framework, students will be provided with opportunities to gain knowledge and to develop critical and creative-thinking abilities in order to become responsible, adaptable, and productive citizens. Through a diversified and balanced curricular and co-curricular program, students will be prepared for future educational, career, and personal success.

Los Alamitos High School prepares students to be:

**Academic Achievers** who: Demonstrate the ability to meet or exceed content standards across the curriculum; read, write, speak, listen, and articulate effectively; are proficient in technological applications for educational and occupational goals; compute, analyze and problem solve effectively.

**Complex Thinkers** who: Demonstrate critical and creative thinking; exhibit a willingness to challenge themselves academically; set goals to maximize their potential.

**Self-Directed Learners** who: Develop a positive attitude towards learning and living; demonstrate practical skills including organization, studying, test taking, and time management; recognize the value of life-long learning and the importance of physical and mental well being.

**Productive Citizens** who: Become active and informed citizens with a clear understanding of democratic values; apply a global perspective to the process of making responsible choices; develop an appreciation for other cultures; demonstrate responsibility and respect for others and display qualities of character such as honesty, integrity and sportsmanship.

**Opportunities for Parental Involvement**

A major contribution to the overall success at Los Alamitos High School is the positive involvement of the school community in the leadership of the school. Being a School-Based Coordinated Program, Los Al operates on a shared decision-making model. Committees such as the PTSA, School Site Council, the Discipline and Attendance Committee, the Curriculum Steering Committee, The Educational Foundation, Safe Schools Committee, Operations Steering Committee, the Substance Abuse Task Force, many Booster Clubs for performing groups, academic groups, and athletic groups, Grad Nite Committee, Taste of Los Al, and GATE committee involve parents, staff and students in decision-making. Members of the business community contribute to the Vital Link and School-to-Career programs in an attempt to provide a quality program for our students. On site, the Leadership Council and Faculty Forum provide vehicles for staff-administrative communication and decision-making. Additionally, teachers and administrators serve on several school and districtwide committees. For more information about opportunities for parent involvement at Los Alamitos High School, please contact the school office.

The Los Alamitos USD Educational Foundation is a community-based, non-profit organization which 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 has a commitment of 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/>

### Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Grade 9	817
Grade 10	817
Grade 11	735
Grade 12	721
<b>Total Enrollment</b>	<b>3090</b>

### Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	2.82 %	White (not Hispanic)	67.93 %
American Indian or Alaska Native	0.36 %	Multiple or No Response	3.82 %
Asian	10.26 %	Socioeconomically Disadvantaged	4 %
Filipino	1.59 %	English Learners	1 %
Hispanic or Latino	12.36 %	Students with Disabilities	8 %
Pacific Islander	0.87 %		

### Average Class Size and Class Size Distribution (Secondary)

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2004-05				2005-06				2006-07			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	26.4	43	61	12	27	40	56	17	24	63	44	27
Mathematics	27.4	31	52	14	27.9	34	37	27	26	43	43	23
Science	29.7	4	45	23	31.6	1	32	40	31	4	30	42
Social Science	29.7	6	52	21	29.9	4	53	21	30	9	34	41

### School Climate

#### School Safety Plan

Each site has a 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 as well as the general public. All safety plans are reviewed and updated on an annual basis in a public meeting. The goal is to ensure a safe and non-violent environment on all of the LAUSD campuses.

#### Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspensions	6.9	10.7	16.3	4.8	6.6	8.4
Expulsions	0.2	0.3	0.5	0.1	0.1	0.3

## School Facilities

### School Facility Conditions and 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 safety inspections and the District maintenance crew places safety as the number one priority.

Los Alamitos High School was built in 1969. Several years ago the District constructed a new two-story classroom building as well as modernized the existing classroom buildings, office, and media center and removed old portable classrooms. That funding, however, did not allow for modernization of four buildings on campus. The District is reviewing the possibility of a local bond campaign which will allow the District to access State bond funds to modernize schools. If a local bond is passed, the high school still has some buildings that need modernization work. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

### School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Mechanical Systems	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Windows/Doors/Gates (interior and exterior)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Interior Surfaces (walls, floors, and ceilings)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Hazardous Materials (interior and exterior)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Structural Damage	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Fire Safety	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Electrical (interior and exterior)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Pest/Vermin Infestation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Drinking Fountains (inside and outside)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Restrooms	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Sewer	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Playground/School Grounds	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Roofs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Overall Cleanliness	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

### Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Teachers

### Professional Development

All professional development is designed to improve student achievement. School sites analyze their students' assessment data, determine needs, and select staff development to address these needs. Staff members also receive training on newly adopted textbooks, technology, and State frameworks. This year's staff development priority goals include maintaining a culture that promotes professional growth and continuous improvement. Districtwide staff development days have been used for the following:

1. Training teachers on language arts materials for English learners.
2. Supporting teacher collaboration for the purpose of analyzing test results, revising curriculum, planning lessons, grouping students, and revising common benchmark assessments.
3. Training teachers to be coaches for other teachers when implementing a new program.
4. Supporting teacher collaboration for the purpose of reviewing the Science framework and State content standards, identifying the essential learnings, and selecting new materials.
5. Training teachers on Cognitively Guided Instruction to better prepare students for algebraic thinking and problem solving.

6. Providing staff development in the writing process, on-demand writing, and instructional strategies to improve student writing.
7. Training teachers on differentiation of instruction with an emphasis on strategies for GATE learners.
8. Providing professional development and support for teachers and parents in dealing with students with special needs.
9. Providing regularly scheduled job-alike articulation meetings.
10. Training staff on selecting appropriate education placements and on using correct procedures in developing Individualized Education Programs (IEPs).
11. Providing information to parents regarding support groups and conferences that relate to the needs of their children.
12. Training K-5 teachers on the new physical education program, CATCH.
13. Providing training on the use of SMART boards.
14. Training teachers on the use of Thinking Maps.
15. Meeting with K-12 mathematics committees to begin the process of selecting new math materials.

In addition to districtwide staff development, each site sets staff development goals to be met at grade/department-level meetings, staff meetings, and professional groups.

As part of the professional evaluation process, each staff member sets personal professional growth goals in the fall. Goals are met through attendance at college courses, workshops and conferences, professional reading, visitations to other schools, and collaborative work with other educators. Staff members demonstrate a sincere desire and commitment to ongoing improvement.

In addition, LAUSD has implemented the following programs to provide teachers with assistance and guidance:

- The Orange County Beginning Teacher & Support Assessment (BTSA) consortium offers training to highly qualified, trained teachers, who provide guidance for new teachers.
- Articulation meetings across the grade levels in each discipline helps teachers create a sequential curriculum.
- The District's Curriculum Steering Committee reviews educational research, evaluates District programs, articulates between grade levels, and provides input on the Strategic Plan.

### Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2004-05	2005-06	2006-07	2006-07
<b>With Full Credential</b>	116	116	117	397
<b>Without Full Credential</b>	3	3	2	4
<b>Teaching Outside Subject Area of Competence</b>	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2005-06	2006-07	2007-08
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	0

### Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
<b>This School</b>	100 %	0 %
<b>All Schools in District</b>	100 %	0 %
<b>High-Poverty Schools in District</b>	N/A %	N/A %
<b>Low-Poverty Schools in District</b>	99.8 %	0.2 %

## Support Staff

### Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	7	441
Library Media Teacher	1	N/A
Library Media Services Staff (paraprofessional)	1	N/A
Psychologist	1	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	1	N/A

## Curriculum and Instructional Materials

### Quality, Currency, and Availability of Textbooks and Instructional Materials

Los Alamitos Unified School District sets a high priority upon ensuring that high quality, standards-based textbooks and materials are available for every student to support instructional programs in the schools.

Prior to adoption, the Los Alamitos Unified School District conducts a thorough review of its curriculum to ensure that it is aligned with the State Frameworks and high academic standards. Under California law, the State Board of Education reviews K-8 textbooks and other instructional materials and then adopts those meeting specific quality standards. In the Los Alamitos Unified School District, textbooks considered for adoption are carefully reviewed by a committee of teachers and administrators. The most promising programs are piloted using established criteria and guidelines. The recommended books are then approved by the Los Alamitos Unified School District Board of Education.

To receive State instructional funds, the Los Alamitos Unified School District ensures that it has fully complied with the requirements of Education Code Section 60119. The District has also conducted an annual public hearing ensuring the sufficiency of instructional materials.

This year, we will adopt standards-based instructional materials in science for implementation during 2008-2009.

Each school maintains a library/media center which is supported by District and State supplemental funding.

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	District Adoption Date of Textbooks/Materials 1 Textbook Per Student Enrolled: 2002	
Mathematics	District Adoption Date of Textbooks/Materials 1 Textbook Per Student Enrolled: 2001	
Science	District Adoption Date of Textbooks/Materials 1 Textbook Per Student Enrolled: 2002	
History-Social Science	District Adoption Date of Textbooks/Materials 1 Textbook Per Student Enrolled: 2007	
Foreign Language	District Adoption Date of Textbooks/Materials 1 Textbook Per Student Enrolled: 2001-2005	
Health	District Adoption Date of Textbooks/Materials 1 Textbook Per Student Enrolled: 2004	
Science Laboratory Equipment (grades 9-12)	District Adoption Date of Textbooks/Materials 1 Textbook Per Student Enrolled: 2005	

## School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site				
District	---	---	\$7,688	\$67,827
Percent Difference – School Site and District	---	---		
State	---	---	\$4,943	\$58,776
Percent Difference – School Site and State	---	---		

### Types of Services Funded

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

### Teacher and Administrative Salaries (Fiscal Year 2005-06)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,852	\$38,479
Mid-Range Teacher Salary	\$69,136	\$60,306
Highest Teacher Salary	\$85,897	\$74,193
Average Principal Salary (Elementary)	\$103,105	\$92,985
Average Principal Salary (Middle)	\$110,520	\$98,305
Average Principal Salary (High)	\$122,968	\$107,384
Superintendent Salary	\$158,220	\$155,314
Percent of Budget for Teacher Salaries	42 %	41 %
Percent of Budget for Administrative Salaries	4 %	6 %

## Student Performance

### California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.*

### CST Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	66	66	69	72	72	74	40	42	43
Mathematics	47	55	54	63	68	67	38	40	40
Science	50	62	63	54	70	72	27	35	38
History-Social Science	58	63	61	61	63	64	32	33	33

### CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	51	41	46	58
American Indian or Alaska Native	*	*		
Asian	84	74	78	74
Filipino	71	56	75	44
Hispanic or Latino	62	44	49	50
Pacific Islander	57	40	*	*
White (not Hispanic)	69	53	63	61
Male	65	56	67	65
Female	73	52	59	56
Economically Disadvantaged	45	40	34	46
English Learners	7	43	7	10
Students with Disabilities	13	13	10	16
Students Receiving Migrant Education Services				

### California High School Exit Exam (CAHSEE) Results

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the federal No Child Left Behind (NCLB) law. The CAHSEE has an English language-arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. Note: To protect student privacy, scores are not shown when the number of students is 10 or less. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement.

### CAHSEE Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level.

Subject	2004-05			2005-06			2006-07		
	School	District	State	School	District	State	School	District	State
English	76.3	76	49	79	79	51	77	76	49
Mathematics	71.8	71	45	80	79	47	78	77	50

### CAHSEE Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at each performance level in English language-arts and mathematics separately for the most recent testing period.

Group	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	23	29	48	22	44	35
Male	26	31	43	18	43	39
Female	20	27	53	26	45	30
African American	36	23	41	46	36	18
American Indian or Alaska Native	*	*	*	*	*	*
Asian	19	23	58	10	32	58
Filipino	17	50	33	17	42	42
Hispanic or Latino	37	32	32	40	41	20
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	20	29	51	19	46	35
English Learners	65	10	26	48	26	26
Socioeconomically Disadvantaged	51	33	15	44	39	18
Students Receiving Migrant Education Services	*	*	*	*	*	*
Students with Disabilities	81	17	2	76	20	5

### California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.*

Grade Level	Percent of Students Meeting Fitness Standards
9	54

### Accountability

#### Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

#### API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2004-05	2005-06	2006-07
Statewide	10	10	10
Similar Schools	7	7	8

#### API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2004-05	2005-06	2006-07	2007
All Students at the School	19	16	1	837
African American				
American Indian or Alaska Native				
Asian	19	28	-14	900
Filipino				
Hispanic or Latino	29	-3	21	793
Pacific Islander				
White (not Hispanic)	21	15	-1	837
Socioeconomically Disadvantaged	-6	22	-35	732
English Learners	N/A			
Students with Disabilities	N/A	19	5	552

#### Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

## AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
<b>Overall</b>	YES	YES
<b>Participation Rate - English-Language Arts</b>	YES	YES
<b>Participation Rate - Mathematics</b>	YES	YES
<b>Percent Proficient - English-Language Arts</b>	YES	YES
<b>Percent Proficient - Mathematics</b>	YES	YES
<b>API</b>	YES	YES
<b>Graduation Rate</b>	YES	YES

## Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
<b>Program Improvement Status</b>		Not In PI
<b>First Year of Program Improvement</b>		
<b>Year in Program Improvement</b>		
<b>Number of Schools Currently in Program Improvement</b>	N/A	
<b>Percent of Schools Currently in Program Improvement</b>	N/A	

## School Completion and Postsecondary Preparation

### Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data is available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
<b>Dropout Rate (1-year)</b>	0	0	0.1	0	0	1	3	3	4
<b>Graduation Rate</b>	99.6	99.7	99.7	98	98	98	85	85	83

## Completion of High School Graduation Requirements

Students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2006-07 school year in the 12th grade, as evidenced by that school year's October CBEDS enrollment, this table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>.  
*Note: "N/A" means that the student group is not numerically significant.*

Group	Graduating Class of 2007		
	School	District	State
<b>All Students</b>	99.9%	99.9%	N/A
<b>African American</b>	100%	100%	N/A
<b>American Indian or Alaska Native</b>	N/A	N/A	N/A
<b>Asian</b>	100%	100%	N/A
<b>Filipino</b>	100%	100%	N/A
<b>Hispanic or Latino</b>	99%	99%	N/A
<b>Pacific Islander</b>	N/A	N/A	N/A
<b>White (not Hispanic)</b>	100%	100%	N/A
<b>Socioeconomically Disadvantaged</b>	100%	100%	N/A
<b>English Learners</b>	97%	97%	N/A
<b>Students with Disabilities</b>	100%	100%	N/A

### Career Technical Education Participation

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of pupils	820
Percent of pupils completing a CTE program and earning a high school diploma	578

### Courses for University of California and/or California State University Admission

This table displays for the most recent year two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in and completion of courses required for UC/CSU admission can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	Percent
Students Enrolled in Courses Required for UC/CSU Admission	77.2
Graduates Who Completed All Courses Required for UC/CSU Admission	59.3

### Advanced Placement Courses

This table displays for the most recent year the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science		N/A
English	1	N/A
Fine and Performing Arts	2	N/A
Foreign Language	3	N/A
Mathematics	3	N/A
Science	3	N/A
Social Science	2	N/A
All courses	14	5

## LOS ALAMITOS UNIFIED SCHOOL DISTRICT MISSION STATEMENT

The mission of the Los Alamitos Unified School District is to educate all students so that they acquire the academic and life skills, and the knowledge, values, and experience necessary to succeed in their school, personal, and professional lives, to continue as lifelong learners, and to contribute to society as respectful and responsible citizens.