

# Los Alamitos High School

## School Accountability Report Card

### Reported Using Data from the 2017-18 School Year

#### Published During 2018-19

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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).

#### **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.

## **About This School**

#### **Contact Information (School Year 2018-19)**

<b>School Contact Information</b>	
<b>School Name</b>	Los Alamitos High School
<b>Street</b>	3591 Cerritos Avenue
<b>City, State, Zip</b>	Los Alamitos, CA 90720-2414
<b>Phone Number</b>	562-799-4780
<b>Principal</b>	Gregg Stone, Ed.D.
<b>E-mail Address</b>	gstone@losal.org
<b>Web Site</b>	<a href="http://www.losal.org/site/default.aspx?domainid=68">http://www.losal.org/site/default.aspx?domainid=68</a>
<b>CDS Code</b>	30739243033917

District Contact Information	
District Name	Los Alamitos Unified School District
Phone Number	562-799-4700
Superintendent	Sherry Kropp, Ed.D.
E-mail Address	skropp@losal.org
Web Site	www.losal.org

### School Description and Mission Statement (School Year 2018-19)

Located in the coastal area of western Orange County, Los Alamitos High School is the only comprehensive high school in the Los Alamitos Unified School District. The school serves the communities of Los Alamitos, Seal Beach, Rossmoor, Surfside, and geographically adjacent areas in the cities of Long Beach and Cypress. In addition, we have over one thousand students attending the school on inter-district permits from other districts throughout Orange and Los Angeles Counties. This is principally a bedroom community. Socioeconomically, Los Alamitos High School students range from lower middle to upper middle income levels.

School-community ownership in Los Alamitos High School began in 1980 with a popular election to join Los Alamitos and Seal Beach elementary school districts, along with Los Alamitos High School, to form a unified K-12 district. Thus, Los Alamitos Unified School District was created. Prior to this unification, Los Alamitos High School was part of the Anaheim Union High School District.

Community members, parents, and staff worked together to plan a high school that would give students the educational experiences necessary to become successful and productive citizens. Over thirty years later, this philosophy continues to drive change at "Los Al."

We have been honored nationally as an Exemplary School, and three times as a National Blue Ribbon School. Within the state of California, we are a three-time California Distinguished School and a Gold Ribbon School. We have received additional California Golden Bell recognition for our health curriculum, our fine arts program, and our human relations club, Griffins With A Mission (GWAM).

While we are proud of our past accomplishments and our school's history, we are committed to continue the process of school improvement and growth so that *all* students will learn and succeed.

### Mission Statement

Through a diversified and broad approach to the four A's – Academics, Athletics, Arts, and Activities –, Los Alamitos High School provides a meaningful curriculum, in and out of the classroom, that guarantees all students the opportunities and resources to attain the skills, knowledge, and values necessary to analyze and respond as ethical, socially responsible, and productive members of society.

### School Vision

Los Alamitos High School graduates will be independent, critical thinkers who demonstrate academic excellence along with a strong sense of ethics, integrity, and personal success in a global society.

### Schoolwide Learner Outcomes (SLOs)

All students will be:

- **Academic Achievers** who:
  - demonstrate the ability to meet or exceed content standards across the curriculum.
  - read, write, speak, listen, and reason effectively.
  - are proficient in technological applications for educational and occupational goals.
  - are prepared to achieve postsecondary goals.
- **Complex Thinkers** who:
  - demonstrate critical and creative thinking.
  - exhibit a willingness to challenge themselves
  - analyze and problem solve effectively.

- **Self-Directed Learners** who:
  - recognize the importance of physical and mental well being as it relates to lifelong learning
  - set goals to maximize their potential
  - demonstrate practical skills including organization, studying, test-taking, time management, and perseverance.
  
- **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, perspectives, values, and people with diverse abilities.
  - demonstrate responsibility and respect for others and display qualities of character such as honesty, integrity, and sportsmanship.

**Student Enrollment by Grade Level (School Year 2017-18)**

Grade Level	Number of Students
Grade 9	850
Grade 10	790
Grade 11	766
Grade 12	829
<b>Total Enrollment</b>	<b>3,235</b>

**Student Enrollment by Group (School Year 2017-18)**

Student Group	Percent of Total Enrollment
Black or African American	3.5
American Indian or Alaska Native	0.2
Asian	11.2
Filipino	3.6
Hispanic or Latino	24.9
Native Hawaiian or Pacific Islander	0.6
White	50.3
Socioeconomically Disadvantaged	17.6
English Learners	0.9
Students with Disabilities	5.7
Foster Youth	0.1

## 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.

## Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	124	127	123	
Without Full Credential	0	0	3	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: Dates Vary

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.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	District Adoption Date of Textbooks/Materials 1 Textbook Per Student Enrolled: 2002	Yes	0
Mathematics	District Adoption Date of Textbooks/Materials 1 Textbook Per Student Enrolled: 2001/2008/2015	Yes	0
Science	District Adoption Date of Textbooks/Materials 1 Textbook Per Student Enrolled: 2002	Yes	0
History-Social Science	District Adoption Date of Textbooks/Materials 1 Textbook Per Student Enrolled: 2007	Yes	0
Foreign Language	District Adoption Date of Textbooks/Materials 1 Textbook Per Student Enrolled: 2001-2005	Yes	0
Health	District Adoption Date of Textbooks/Materials 1 Textbook Per Student Enrolled: 2004	Yes	0
Visual and Performing Arts	District Adoption Date of Textbooks/Materials 1 Textbook Per Student Enrolled: 2008	Yes	0
Science Laboratory Equipment (grades 9-12)	District Adoption Date of Textbooks/Materials 1 Textbook Per Student Enrolled: 2005		0

**School Facility Conditions and Planned Improvements (Most Recent Year)**

The Los Alamitos Unified School District has always emphasized the importance of a clean, safe environment for learning. The environment of each campus is a matter of pride for students, staff and parents. Several schools have planted individual gardens, organized workrooms, and planned workdays for students and parents to enhance the facility. To ensure that our facilities are in good repair condition, custodians at each site perform monthly inspections and the District maintenance crew places safety as the number one priority..

Los Alamitos High School was built in 1969. Overall, the school is in good condition. It is clean and well maintained. Voters within the District boundaries approved a local bond in 2008. Due to the passage of the Measure K Bond in 2008, all school sites within the District were modernized. The modernization work included the installation of new roofs, electrical, HVAC, plumbing, and data systems. The doors, windows, and flooring were replaced along with all new restroom fixtures. During the summer of 2016, the fire alarm system was completely revamped. The prior summer there was extensive work done to the student common areas to expand walkways and add additional student seating throughout the campus. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

**School Facility Good Repair Status (Most Recent Year)**

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

<b>School Facility Good Repair Status (Most Recent Year)</b> Year and month of the most recent FIT report: 11/3/2017		
<b>System Inspected</b>	<b>Repair Status</b>	<b>Repair Needed and Action Taken or Planned</b>
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	HVAC system replaced in building 100 summer 2015.  HVAC system replaced in the PAC in summer 2016.
<b>Interior:</b> Interior Surfaces	Good	Theater seats refurbished and reupholstered summer 2015.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	Electrical infrastructure upgrade began at the end of the @017-18 school year. It will continue through July 2019.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	Gym and locker restrooms completed modernization summer 2013.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	New fire alarm system installed and completed summer 2016.
<b>Structural:</b> Structural Damage, Roofs	Good	

<b>School Facility Good Repair Status (Most Recent Year)</b> <b>Year and month of the most recent FIT report: 11/3/2017</b>		
<b>System Inspected</b>	<b>Repair Status</b>	<b>Repair Needed and Action Taken or Planned</b>
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	<p>New synthetic track and field completed November 2013. Full exterior paint job completed during the summer of 2014. the main student parking lot and driveway was replaced during the summer of 2014. The front parking lot was repaired and slurry coated during the summer of 2014.</p> <p>Trenches from summer 2014 irrigation repair work compacted during the rains. Areas have been filled. The District performed limited field rehabilitation in the varsity softball and baseball fields. Work was performed December 2014 thru January 2015.</p>

<b>Overall Facility Rating (Most Recent Year)</b> <b>Year and month of the most recent FIT report: 11/3/2017</b>	
<b>Overall Rating</b>	<b>Good</b>

## 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, which 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); and
- 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.

### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	83.0	75.0	81.0	82.0	48.0	50.0
Mathematics (grades 3-8 and 11)	59.0	57.0	73.0	74.0	37.0	38.0

Note: Percentages are not calculated 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.

Note: ELA and 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 CAAs divided by the total number of students who participated in both assessments.

### CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	761	745	97.90	75.44
Male	373	365	97.86	68.49
Female	388	380	97.94	82.11
Black or African American	22	22	100.00	77.27
Asian	79	79	100.00	91.14
Filipino	26	26	100.00	73.08
Hispanic or Latino	185	181	97.84	69.61
Native Hawaiian or Pacific Islander	--	--	--	--
White	393	382	97.20	75.65
Two or More Races	48	47	97.92	76.60
Socioeconomically Disadvantaged	145	141	97.24	66.67
English Learners	16	15	93.75	53.33
Students with Disabilities	29	22	75.86	13.64
Foster Youth	--	--	--	--

Note: 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 CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	761	744	97.77	57.07
Male	373	364	97.59	55.65
Female	388	380	97.94	58.42
Black or African American	22	22	100	36.36
Asian	79	79	100	83.54
Filipino	26	26	100	61.54
Hispanic or Latino	185	181	97.84	44.2
Native Hawaiian or Pacific Islander	--	--	--	--
White	393	382	97.2	57.74
Two or More Races	48	46	95.83	67.39
Socioeconomically Disadvantaged	145	140	96.55	40
English Learners	16	15	93.75	26.67
Students with Disabilities	29	23	79.31	0
Foster Youth	--	--	--	--

Note: 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 CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 Test Results in Science for All Students  
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: 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 on both assessments.



## Career Technical Education Programs (School Year 2017-18)

### Career Technical Education Programs (School Year 2017-18)

CTE Courses at LAHS include: Introduction to Engineering Design, Principles of Engineering, Computer Integrated Manufacturing ROP Child Development, ROP Careers with Children I-III, Sports Medicine, ROP Emergency Responder, ROP Fire Technology, Computer Applications, Media in Art, Contemporary Video, Photography, and Video Production. These courses are offered on the LAHS campus during the regular school day. Articulation credit/certification is available for students in ROP Careers with Children II, ROP Fire Technology, Photography and Contemporary Video.

### Career Technical Education Participation (School Year 2017-18)

Measure	CTE Program Participation
Number of pupils participating in CTE	1,165
% of pupils completing a CTE program and earning a high school diploma	55%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	76%

### Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	99.7
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	74.0

## 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 areas of physical education.

### California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	9.3	17.8	66.4

Note: Percentages are not calculated 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.

## 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 for the school district and each school site.

#### Opportunities for Parental Involvement (School Year 2018-19)

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 Alamitos High School operates on a shared decision-making model. Committees such as PTSA, School Site Council, Attendance Committee, Curriculum Steering Committee, Educational Foundation, Student Welfare and Safety Committee, Operations Steering Committee, DELAC, DAC, Dress Code Committee, GATE Committee, and the Bullying Task Force provide input to school and district decisions. Many Booster Clubs for performing groups, academic groups, and athletic groups also support our activities and athletic programs. Our Grad Nite Committee and A Taste of Los Al support overall school groups and climate. All of these groups provide avenues for parents, staff, and students to provide input into the decision-making process. Members of the business community contribute to the School-to-Career programs in an attempt to provide quality programs for our students. These include our Mentor Breakfast and Career Day. On site and within the district, the Leadership Council, Student Attendance Review Board, Communication Council, and Technology Committee provide vehicles for staff-administrative communication and decision-making. For more information about opportunities for parent involvement at Los Alamitos High School, please contact the school office (562) 799-4780, ext. 82201.

The Los Alamitos USD Educational Foundation (LAEF) 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, (562) 799-4700 x80424 or on the web at <http://www.laef4kids.org/>.

### State Priority: Pupil Engagement

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

- High school dropout rates; and
- High school graduation rates.

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

Indicator	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Dropout Rate	0.4	0.8	0.5	0.7	0.8	0.5	10.7	9.7	9.1
Graduation Rate	98.6	98.3	97.8	98.2	98.4	97.8	82.3	83.8	82.7

For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

**Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)**

Group	Graduating Class of 2017		
	School	District	State
All Students	98.8	98.2	88.7
Black or African American	100.0	96.6	82.2
American Indian or Alaska Native	100.0	100.0	82.8
Asian	100.0	100.0	94.9
Filipino	96.4	93.1	93.5
Hispanic or Latino	98.1	98.1	86.5
Native Hawaiian/Pacific Islander	100.0	100.0	88.6
White	98.8	98.1	92.1
Two or More Races	97.5	97.5	91.2
Socioeconomically Disadvantaged	100.0	100.0	88.6
English Learners	100.0	100.0	56.7
Students with Disabilities	100.0	100.0	67.1
Foster Youth	100.0	100.0	74.1

**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**

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	2.2	2.2	2.8	1.3	1.7	2.3	3.7	3.7	3.5
Expulsions	0.0	0.1	0.1	0.0	0.0	0.0	0.1	0.1	0.1

**School Safety Plan (School Year 2018-19)**

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

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

Subject	2015-16				2016-17				2017-18			
	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	33.0	10	51	52	30.0	9	41	57	30.0	12	38	57
Mathematics	32.0	9	45	50	29.0	13	53	39	30.0	6	55	41
Science	32.0	3	21	54	31.0	4	30	43	33.0	1	23	50
Social Science	34.0	5	37	53	31.0	7	49	35	30.0	4	55	30

Note: Number of classes indicates how many classrooms 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.

### Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	6	535
Counselor (Social/Behavioral or Career Development)	1	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	1.6	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	1.2	N/A
Resource Specialist (non-teaching)	0	N/A
Other	0	N/A

Note: Cells with N/A values do not require data.

\*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.

### Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	5255	556	4699	77589
District	N/A	N/A	5773	\$99,101
Percent Difference: School Site and District	N/A	N/A	-18.6	-7.1
State	N/A	N/A	\$7,125	\$76,522
Percent Difference: School Site and State	N/A	N/A	0.2	14.5

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

### Types of Services Funded (Fiscal Year 2017-18)

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.

### Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$50,901	\$47,547
Mid-Range Teacher Salary	\$95,368	\$74,775
Highest Teacher Salary	\$121,657	\$93,651
Average Principal Salary (Elementary)	\$137,058	\$116,377
Average Principal Salary (Middle)	\$155,868	\$122,978
Average Principal Salary (High)	\$153,472	\$135,565
Superintendent Salary	\$282,685	\$222,853
Percent of Budget for Teacher Salaries	42.0	35.0
Percent of Budget for Administrative Salaries	4.0	6.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

### Advanced Placement (AP) Courses (School Year 2017-18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	3	N/A
English	13	N/A
Fine and Performing Arts	7	N/A
Foreign Language	7	N/A
Mathematics	9	N/A
Science	11	N/A
Social Science	25	N/A
All courses	75	34.6

Cells with N/A values do not require data.

\*Where there are student course enrollments of at least one student.

### Professional Development (Most Recent Three Years)

The primary areas of focus for staff development are the District's Signature Practices: Thinking Maps and Depth and Complexity. Student data is collected via District benchmarks and various formal assessments, such as CAASPP and Illuminate, to determine instructional focus for teachers. Professional development is delivered by way of release time for teachers in 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. The primary areas of focus for staff development are the District's *Signature Practices*: Cognitively Guided Instruction (CGI), Readers & Writers Workshop, Reading Foundations for the Common Core (RFCC), Thinking Maps and Depth and Complexity. Student data is collected via District benchmarks and various formal assessments, such as CAASPP and Illuminate, to determine instructional focus for teachers. The District provides annual training to ensure accurate calibration in the administration of reading and mathematics assessments in order to assess site vs. district-wide areas of concerns.

Professional development is delivered by way of release time for teachers in the 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 colleagues through Instructional Networking. 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.