

# J. H. McGaugh Elementary 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>                | J. H. McGaugh Elementary School |
| <b>Street</b>                     | 1698 Bolsa Ave.                 |
| <b>City, State, Zip</b>           | Seal Beach, CA 90740            |
| <b>Phone Number</b>               | 562-799-4560                    |
| <b>Principal</b>                  | Roni Lee Ellis                  |
| <b>E-mail Address</b>             | rellis@losal.org                |
| <b>Web Site</b>                   | www.losal.org/McGaugh           |
| <b>CDS Code</b>                   | 30739246030514                  |

| District Contact Information |                                      |
|------------------------------|--------------------------------------|
| District Name                | Los Alamitos Unified School District |
| Phone Number                 | 562-799-4700 ext. 80401              |
| Superintendent               | Dr. Sherry Kropp                     |
| E-mail Address               | webmaster@losal.org                  |
| Web Site                     | www.losal.org/mcgaugh                |

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

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

**PROFESSIONAL LEARNING COMMUNITIES** – Working together in grade level teams, across grade levels, and as a school to provide the best possible academic, artistic, social, and emotional experience for students. Teachers regularly spend time together sharing exemplary lessons, looking at the results of common assessments to guide instruction, planning instruction for their students, doing research, and discussing best practices. McGaugh administration is committed to supporting and fostering this collaboration.

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

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

**LANGUAGE ARTS** – McGaugh provides a comprehensive and balanced literacy program which includes skill development, a love for reading and literature, and language-rich activities. The Writer's Workshop model and research based best practices are implemented in all classrooms to support the development of writing. The Reader's Workshop model and comprehension strategies are used to create independent readers who use meta-cognition and expert level thinking to read and analyze texts. Thinking Maps and the Depth and Complexity Icons are used at all grade levels to support student writing and comprehensions skills.

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

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

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

**TECHNOLOGY** – Increasing access and use of technology to enhance literacy and content knowledge while preparing students for life and careers in the 21st century. McGaugh's infrastructure has been upgraded to provide wireless access for students throughout the school. Each classroom is equipped with newly-installed short-throw projectors and accompanying document cameras. Teachers have access to six Chromebook carts, two iPad carts, and we have a 1:1 BYOD program in grade three through five. In addition, the campus has a 42-station desktop computer lab that is accessed by students in grades K-5 on a regular basis depending on grade level. McGaugh is also using several researched based software programs such as Reading Plus Intervention, MIND ST Math, and MIND Fluency to support and extend student learning.

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

| Grade Level             | Number of Students |
|-------------------------|--------------------|
| Kindergarten            | 162                |
| Grade 1                 | 123                |
| Grade 2                 | 124                |
| Grade 3                 | 128                |
| Grade 4                 | 137                |
| Grade 5                 | 118                |
| <b>Total Enrollment</b> | <b>792</b>         |

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

| Student Group                       | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American           | 2.4                         |
| American Indian or Alaska Native    | 0.3                         |
| Asian                               | 5.8                         |
| Filipino                            | 1.5                         |
| Hispanic or Latino                  | 21.3                        |
| Native Hawaiian or Pacific Islander | 0.4                         |
| White                               | 60.7                        |
| Socioeconomically Disadvantaged     | 14.4                        |
| English Learners                    | 2.0                         |
| Students with Disabilities          | 14.6                        |
| Foster Youth                        | 0.5                         |

## 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   | 45      |         | 42      |          |
| Without Full Credential  | 0       |         | 0       |          |
| Teaching Outside Subject Area of Competence (with full credential) | 0       |         | 0       |          |

**Teacher Misassignments and Vacant Teacher Positions**

| Indicator                                      | 2016-17 | 2017-18 | 2018-19 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0       |         | 0       |
| Total Teacher Misassignments *                 | 0       |         | 0       |
| Vacant Teacher Positions                       | 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:** September 2015

Los Alamitos Unified School District sets a high priority upon ensuring that high quality, standards-based textbooks and materials are available for every student to support instructional programs in the schools. Prior to adoption, the Los Alamitos Unified School District conducts a thorough review of its curriculum to ensure that it is aligned with the California Standards for the Common Core. Under California law, the State Board of Education reviews K-8 textbooks and other instructional materials and then adopts those meeting specific quality standards. In the Los Alamitos Unified School District, textbooks considered for adoption are carefully reviewed by a committee of teachers and administrators. The most promising programs are piloted using established criteria and guidelines. The recommended books are then approved by the Los Alamitos Unified School District Board of Education. To receive State instructional funds, the Los Alamitos Unified School District ensures that it has fully complied with the requirements of Education Code Section 60119. The District has also conducted an annual public hearing ensuring the sufficiency of instructional materials. Each school maintains a library/media center which is supported by the District.

| Subject                                       | Textbooks and Instructional Materials/<br>Year of Adoption                                  | From<br>Most Recent<br>Adoption? | Percent of Students<br>Lacking Own<br>Assigned Copy |
|---|---|----------------------------------|---|
| Reading/Language Arts                         | District Adoption Date of Textbooks/Materials 1<br>Textbook Per Student Enrolled: 2002      | Yes                              | 0   |
| Mathematics                                   | District Adoption Date of Textbooks/Materials 1<br>Textbook Per Student Enrolled: 2015      | Yes                              | 0   |
| Science                                       | District Adoption Date of Textbooks/Materials 1<br>Textbook Per Student Enrolled: 2002      | Yes                              | 0   |
| History-Social Science                        | District Adoption Date of Textbooks/Materials 1<br>Textbook Per Student Enrolled: 2007      | Yes                              | 0   |
| Foreign Language                              | District Adoption Date of Textbooks/Materials 1<br>Textbook Per Student Enrolled: 2001-2005 |                                  | 0   |
| Health  | District Adoption Date of Textbooks/Materials 1<br>Textbook Per Student Enrolled: 2004      |                                  | 0   |
| Visual and Performing Arts                    | District Adoption Date of Textbooks/Materials 1<br>Textbook Per Student Enrolled: 2008      |                                  | 0   |
| Science Laboratory Equipment<br>(grades 9-12) | District Adoption Date of Textbooks/Materials 1<br>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 insure that our facilities are in good repair condition, custodians at each site perform monthly inspections and the District maintenance crew places safety as the number one priority. J.H. McGaugh was built in 1954. Overall the school is in good condition. It is clean and well maintained. Voters within the District boundaries approved a local bond in 2008. Due to the passage of the Measure K Bond in 2008, all school sites within the District were modernized. The modernization work included the installation of new roofs, electrical, HVAC, plumbing, fire alarm and data systems. The doors, windows and flooring were replaced along with all new restroom fixtures. The modernization of J.H. McGaugh Elementary School was completed in MONTH & YEAR. 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

| School Facility Good Repair Status (Most Recent Year)<br>Year and month of the most recent FIT report: 10/30/2014 |               |   |
|---|---------------|---|
| System Inspected  | Repair Status | Repair Needed and Action Taken or Planned |
| <b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer   | Good          |   |
| <b>Interior:</b> Interior Surfaces  | Good          |   |
| <b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation   | Good          |   |
| <b>Electrical:</b> Electrical   | Good          |   |
| <b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains   | Good          |   |
| <b>Safety:</b> Fire Safety, Hazardous Materials   | Good          |   |
| <b>Structural:</b> Structural Damage, Roofs   | Good          |   |
| <b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences   | Good          |   |

**Overall Facility Rating (Most Recent Year)**

| Year and month of the most recent FIT report: 10/30/2014 |           |
|--|-----------|
| Overall Rating   | Exemplary |
|  |           |

## 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<br>(grades 3-8 and 11) |         |          |         |         |         |
|---|---|---------|----------|---------|---------|---------|
|   | School  |         | District |         | State   |         |
|   | 2016-17   | 2017-18 | 2016-17  | 2017-18 | 2016-17 | 2017-18 |
| English Language Arts/Literacy<br>(grades 3-8 and 11) | 71.0  | 76.0    | 81.0     | 82.0    | 48.0    | 50.0    |
| Mathematics<br>(grades 3-8 and 11)                    | 71.0  | 76.0    | 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                        | 387              | 379           | 97.93          | 75.73                   |
| Male                                | 212              | 206           | 97.17          | 73.79                   |
| Female                              | 175              | 173           | 98.86          | 78.03                   |
| Black or African American           | --               | --            | --             | --                      |
| American Indian or Alaska Native    | --               | --            | --             | --                      |
| Asian                               | 19               | 19            | 100.00         | 63.16                   |
| Filipino                            | --               | --            | --             | --                      |
| Hispanic or Latino                  | 74               | 73            | 98.65          | 71.23                   |
| Native Hawaiian or Pacific Islander | --               | --            | --             | --                      |
| White                               | 248              | 244           | 98.39          | 78.28                   |
| Two or More Races                   | 28               | 26            | 92.86          | 76.92                   |
| Socioeconomically Disadvantaged     | 49               | 45            | 91.84          | 64.44                   |
| English Learners                    | 15               | 15            | 100.00         | 46.67                   |
| Students with Disabilities          | 65               | 60            | 92.31          | 41.67                   |
| 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                        | 387              | 377           | 97.42          | 76.39                   |
| Male                                | 212              | 205           | 96.7           | 78.54                   |
| Female                              | 175              | 172           | 98.29          | 73.84                   |
| Black or African American           | --               | --            | --             | --                      |
| American Indian or Alaska Native    | --               | --            | --             | --                      |
| Asian                               | 19               | 19            | 100            | 73.68                   |
| Filipino                            | --               | --            | --             | --                      |
| Hispanic or Latino                  | 74               | 72            | 97.3           | 72.22                   |
| Native Hawaiian or Pacific Islander | --               | --            | --             | --                      |
| White                               | 248              | 243           | 97.98          | 77.78                   |
| Two or More Races                   | 28               | 26            | 92.86          | 76.92                   |
| Socioeconomically Disadvantaged     | 49               | 45            | 91.84          | 66.67                   |
| English Learners                    | 15               | 14            | 93.33          | 64.29                   |
| Students with Disabilities          | 65               | 60            | 92.31          | 41.67                   |
| 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.

## 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 |
| 5           | 14.3  | 15.2                  | 60.7                 |

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 strength at McGaugh School is the exceptional degree of community and parent involvement, including the PTA, Project SEEK, School Site Council, classroom volunteers, our partnership with the Seal Beach Naval Weapons Station, the support of the Seal Beach Police, and Business and Community Service Organizations.

PTA meetings are held monthly on the first Thursday of each month throughout the school year. During the 2017-18 school year, PTA has scheduled meetings in the evening to provide an opportunity for parents that can not attend meetings during the school day. PTA supports a wide variety of campus activities including the all-school Ice Cream Social in September; Parent Math Nights through the year; Read Across America in the spring and and generously supports the school's instructional program each year.

Project SEEK is McGaugh's dedicated Educational Foundation which raises funding to support the school's dynamic Art, Media Center, and Technology programs. McGaugh students develop a love for the Arts and for technology through their participation in these programs which culminate each year in the production of the Pageant of the Arts and their Innovation Lab projects.

The School Site Council spotlights specific areas of the curriculum, reviews assessment results, and makes recommendations for McGaugh's School Improvement Plan. The SSC meets quarterly. Parents are encouraged to attend all of these meetings and to provide input during the "public comments" portion of each meeting. Information regarding these meetings is available on the web and through our McGaugh Connect, our weekly school eNewsletter. For more information about opportunities for parent involvement at McGaugh please contact the school office or your child's teacher.

The Los Alamitos USD Educational Foundation is a community-based, non-profit organization 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/>.



## 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 |
| <b>Suspensions</b> | 0.6     | 0.4     | 0.1     | 1.3      | 1.7     | 2.3     | 3.7     | 3.7     | 3.5     |
| <b>Expulsions</b>  | 0.0     | 0.0     | 0.0     | 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.

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

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

| Grade Level  | 2015-16         |                   |       |     | 2016-17         |                   |       |     | 2017-18         |                   |       |     |
|--------------|-----------------|-------------------|-------|-----|-----------------|-------------------|-------|-----|-----------------|-------------------|-------|-----|
|              | Avg. Class Size | Number of Classes |       |     | Avg. Class Size | Number of Classes |       |     | Avg. Class Size | Number of Classes |       |     |
|              |                 | 1-20              | 21-32 | 33+ |                 | 1-20              | 21-32 | 33+ |                 | 1-20              | 21-32 | 33+ |
| <b>K</b>     | 20              | 2                 | 7     |     | 21              | 3                 | 6     |     | 19              | 4                 | 6     |     |
| <b>1</b>     | 24              |                   | 4     |     | 24              |                   | 4     |     | 24              |                   | 4     |     |
| <b>2</b>     | 21              | 1                 | 5     |     | 20              | 1                 | 5     |     | 23              |                   | 5     |     |
| <b>3</b>     | 21              | 1                 | 5     |     | 21              | 1                 | 6     |     | 19              | 2                 | 5     |     |
| <b>4</b>     | 27              | 1                 | 4     |     | 26              | 1                 | 3     |     | 29              |                   | 4     |     |
| <b>5</b>     | 24              | 2                 | 4     |     | 24              | 3                 | 5     |     | 26              | 1                 | 4     |     |
| <b>Other</b> | 10              | 3                 |       |     | 13              | 1                 |       |     | 9               | 1                 |       |     |

Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

**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                                  | 0                                | 0   |
| Counselor (Social/Behavioral or Career Development) | 0                                | N/A   |
| Library Media Teacher (Librarian)                   | .54                              | N/A   |
| Library Media Services Staff (Paraprofessional)     | 3.75                             | N/A   |
| Psychologist  | 1                                | N/A   |
| Social Worker                                       | 0                                | N/A   |
| Nurse   | 3.75                             | N/A   |
| Speech/Language/Hearing Specialist                  | 2.5                              | N/A   |
| Resource Specialist (non-teaching)                  | 1                                | 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                                  | 6014                   | 1543                     | 4471                | 83546                  |
| District                                     | N/A                    | N/A                      | 5773                | \$99,101               |
| Percent Difference: School Site and District | N/A                    | N/A                      | -22.6               | 0.0                    |
| State  | N/A                    | N/A                      | \$7,125             | \$76,522               |
| Percent Difference: School Site and State    | N/A                    | N/A                      | -4.7                | 23.3                   |

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/>.

## Professional Development (Most Recent Three Years)

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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 Fountas & Pinnel Leveled Reading Assessments, 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 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.