Los Alamitos Elementary School
2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC. For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/ For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2021-22 School Contact Information

School Name	Los Alamitos Elementary School
Street	10862 Bloomfield St.
City, State, Zip	Los Alamitos CA 90720
Phone Number	(714) 816-3300
Principal	Gary Willems
Email Address	gwillems@losal.org
School Website	
County-District-School (CDS) Code	30739246029060

2021-22 District Contact Information

District Name	Los Alamitos Unified School District
Phone Number	(562) 799-4700
Superintendent	Andrew Pulver
Email Address	webmaster@losal.org
District Website Address	www.losal.org

2021-22 School Overview

Los Alamitos Elementary Schools Vision is to have all students learn in a safe, supportive, challenging environment that empowers them to become life-long learners, as well as responsible, productive citizens with positive character traits. Staff, parents, and members of the community work together in a committed partnership to ensure that the academic, social, emotional, and physical needs of all children are met with SUCCESS.

Our mission is to achieve SUCCESS:

S - Skillfully instruct all students to mastery through a balanced curriculum including the arts and technology

U - Use appropriate standards-based assessments

C - Carefully identify students at-risk

C - Collaborate and communicate often

E - Ensure all students have the opportunity to have their social and emotional needs met

S - Support healthy habits

S - Seek to continuously learn, grow, and improv

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	110
Grade 1	107
Grade 2	108
Grade 3	111
Grade 4	124
Grade 5	132
Total Enrollment	692

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Asian	16
Black or African American	3.2
Filipino	2.2
Hispanic or Latino	37.6
Native Hawaiian or Pacific Islander	1.6
Two or More Races	11.1
White	27.3
English Learners	7.4
Foster Youth	0.3
Homeless	0.7
Socioeconomically Disadvantaged	28.9
Students with Disabilities	13

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	
Unknown	
Total Teaching Positions	

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Los Alamitos Unified School District sets a high priority upon ensuring that high quality, standards-based textbooks and materials are available for every student to support instructional programs in the schools. Prior to adoption, the Los Alamitos Unified School District conducts a thorough review of its curriculum to ensure that it is aligned with the 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. Each school maintains a library/media center which is supported by District.

Year and month in which the data were collected	11/2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent 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: 2015/2016	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: 2007/2018	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	Yes	0

School Facility Conditions and Planned 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 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 Elementary School was built in 1952. Overall, the school is in very 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. Modernization began at Los Alamitos Elementary School in June of 2010 and concluded in August of 2011 resulting in new infrastructure and the modernization of all buildings.

In the summer of 2020-2021 Los Alamitos Elementary School was at the 10 year mark of being modernized with Measure K. LAE redid the parking lot, blacktop/recess area, adding a bathroom with staff and students restrooms, and repainting the school and roof. in the 20021-2022 LAE replace two older playgrounds with new playgrounds. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

Year and month of the most recent FIT report	10/2014

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Gopher holes were observed in field play area. The situation has been corrected under work order #6688.
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Swing set missing seat and chains repaired under work order #5643. Cushioning material under play equipment is scheduled for roto tilling during the winter break.

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	374	10	2.67	97.33	--
Female	184	4	2.17	97.83	--
Male	190	6	3.16	96.84	--
American Indian or Alaska Native	0	0	0	0	0
Asian	69	3	4.35	95.65	--
Black or African American	15	0	0	100	--
Filipino	--	--	--	--	--
Hispanic or Latino	140	3	2.14	97.86	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	39	0	0	100	--
White	98	4	4.08	95.92	--
English Learners	24	3	12.5	87.5	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	26	1	3.85	96.15	--
Socioeconomically Disadvantaged	118	4	3.39	96.61	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	48	10	20.83	79.17	--

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	374	9	2.41	97.59	--
Female	184	3	1.63	98.37	--
Male	190	6	3.16	96.84	--
American Indian or Alaska Native	0	0	0	0	0
Asian	69	2	2.90	97.10	--
Black or African American	15	0	0.00	100.00	--
Filipino	--	--	--	--	--
Hispanic or Latino	140	3	2.14	97.86	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	39	0	0.00	100.00	--
White	98	4	4.08	95.92	--
English Learners	24	2	8.33	91.67	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	26	1	3.85	96.15	--
Socioeconomically Disadvantaged	118	3	2.54	97.46	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	48	9	18.75	81.25	--

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Illuminate End-of-Year Assessment Student Groups	Illuminate End-of-Year Assessment Total Enrollment	Illuminate End-of-Year Assessment Number Tested	Illuminate End-of-Year Assessment Percent Tested	Illuminate End-of-Year Assessment Percent Not Tested	Illuminate End-of-Year Assessment Percent At or Above Grade Level
All Students	374	363	97.06%	2.94%	85.67%
Female	179	176	98.32%	1.68%	89.77%
Male	195	187	95.90%	4.10%	81.82%
American Indian or Alaska Native	0	0	NA	NA	NA

Asian	58	56	96.55%	3.45%	87.50%
Black or African American	14	14	100.00%	0.00%	92.86%
Filipino	8	8	100.00%	0.00%	100.00%
Hispanic or Latino	126	121	96.03%	3.97%	80.99%
Native Hawaiian or Pacific Islander	6	6	100.00%	0.00%	66.67%
Two or More Races	61	61	100.00%	0.00%	88.52%
White	101	97	96.04%	3.96%	87.63%
English Learners	22	20	90.91%	9.09%	45.00%
Foster Youth	1	1	100.00%	0.00%	100.00%
Homeless	4	4	100.00%	0.00%	100.00%
Military	24	23	95.83%	4.17%	69.57%
Socioeconomically Disadvantaged	114	110	96.49%	3.51%	79.09%
Students Receiving Migrant Education Services	0	0	NA	NA	NA
Students with Disabilities	48	38	79.17%	20.83%	63.16%

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Illuminate End-of-Year Assessment Student Groups	Illuminate End-of-Year Assessment Total Enrollment	Illuminate End-of-Year Assessment Number Tested	Illuminate End-of-Year Assessment Percent Tested	Illuminate End-of-Year Assessment Percent Not Tested	Illuminate End-of-Year Assessment Percent At or Above Grade Level
All Students	374	362	96.79%	3.21%	80.66%
Female	179	176	98.32%	1.68%	79.55%
Male	195	186	95.38%	4.62%	81.72%
American Indian or Alaska Native	0	0	NA	NA	NA
Asian	58	56	96.55%	3.45%	94.64%
Black or African American	14	14	100.00%	0.00%	100.00%
Filipino	8	8	100.00%	0.00%	100.00%
Hispanic or Latino	126	120	95.24%	4.76%	73.33%
Native Hawaiian or Pacific Islander	6	6	100.00%	0.00%	83.33%
Two or More Races	61	61	100.00%	0.00%	80.33%
White	101	97	96.04%	3.96%	77.32%
English Learners	22	20	90.91%	9.09%	75.00%
Foster Youth	1	1	100.00%	0.00%	0.00%
Homeless	4	4	100.00%	0.00%	50.00%
Military	24	22	91.67%	8.33%	77.27%

Socioeconomically Disadvantaged	114	110	96.49%	3.51%	70.91%
Students Receiving Migrant Education Services	0	0	NA	NA	NA
Students with Disabilities	48	38	79.17%	20.83%	50.00%

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

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

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	125	NT	NT	NT	NT
Female	64	NT	NT	NT	NT
Male	61	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	20	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	45	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	14	NT	NT	NT	NT
White	32	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	36	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	NT	NT	NT	NT

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

Los Alamitos Elementary School offers a variety of ways for parents to be involved at the school and in their students education.
 Some ways parents are encouraged to be involved:
- PTA - The PTA, Parent Teacher Association, meets monthly and is involved in putting together and running events at LAE to promote community. Some of these events include Camp LAE, Movie Night, Carnival, Fundraisers, and many more events. The parents also help to support vital programs at LAE with the fundraising and revenue they bring into the school.
- FLAE - The Friends of LAE is a group of dedicated parents and community members that run fundraisers to pay for vital programs at LAE. FLAE supports the media center, maker-space, and technology improvements at LAE. 100% of the revenue generated from FLAE goes to support programs and technology at LAE.
- Room Coordinator - Parents are able to volunteer at anytime in their students rooms and the room coordinator helps to run special programs in the classroom that could not be completed by the teacher alone. Parent support in the classroom allows LAE teachers to focus on the educational goals of their students.
- DLAC/DAC - This is the advisory committee for our English Language Learners. This committee meets bi-monthly to promote the educational and intervention needs of our EL students.
- SSC - The School Site Council is a group of classified employees, certificated employees, administrators, community members, and parents that give input to LAE on how best to direct our interventions and school safety plans to ensure students safety and academic success.
- Facilities and Maintenance Advisory Committee - This committee gives input to the school and the district on facility needs and improvement plans.
- PBIS Team - We invite parents to join us as we transition to a new behavior system aligned with PBIS (Positive Behavior Intervention Support).

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	722	711	37	5.2
Female	353	348	16	4.6
Male	369	363	21	5.8
American Indian or Alaska Native	0	0	0	0.0
Asian	117	116	2	1.7
Black or African American	22	22	1	4.5
Filipino	15	15	0	0.0
Hispanic or Latino	278	272	25	9.2
Native Hawaiian or Pacific Islander	11	11	0	0.0
Two or More Races	79	77	2	2.6
White	192	190	7	3.7
English Learners	58	57	4	7.0
Foster Youth	2	2	0	0.0
Homeless	9	9	2	22.2
Socioeconomically Disadvantaged	221	218	23	10.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	119	117	16	13.7

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	1.31	0.00	2.10	0.24	3.47	0.20
Expulsions	0.00	0.00	0.00	0.01	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.40	1.09	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

MISSION STATEMENT

Students will thrive in a caring, respectful, and encouraging environment where they demonstrate

academic excellence and develop unique talents in preparation for their future goals socially and academically.

The goal at LAE is to have student that are socially, emotionally, and academically for middle school and for life.

VISION STATEMENT

Los Alamitos Elementary will:

1. provide a safe, orderly, and secure environment conducive to learning.

2. create a school in which pupils will attend regularly and be safe from both physical and

social-psychological harm.

3. work collaboratively with the school office and school board to identify, establish and use

strategies and programs to comply with school safety laws.

4. develop a plan to work cooperatively and collaboratively with parents, pupils, teachers,

administrators, counselors and community agencies, including law enforcement, to provide

a safe and orderly school and neighborhood.

5. will develop an academic program that will focus on high expectations of pupil

performance and behavior in all aspects of the school experience.

6. work collaboratively with the middle schools within the district to assist in a smooth

transition from one school level to another.

7. solicit the participation, views, and advice of teachers, parents, Principal, and community

members and use this information to promote the safety of our pupils, staff and community.

D. Other SARC Information

Information Required in the SARC

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

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	1	5	
1	24		5	
2	23		5	
3	24		5	
4	33			3
5	33		1	3
6				
Other	9	2		

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	1	5	
1	24		4	
2	23		5	
3	24		5	
4	34			2
5	34			2
6				
Other	19	2	2	

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	15	3	4	
1	17	2	4	
2	15	4	3	
3	18	2	4	
4	27	1	2	
5	36	1	1	2
6				
Other	15	3	1	

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	1153.3

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.6
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	1
Social Worker	0
Speech/Language/Hearing Specialist	6
Resource Specialist (non-teaching)	0
Other	3.2

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	4960	433	4527	80581
District	N/A	N/A	$5,773	$103,865
Percent Difference - School Site and District	N/A	N/A	-24.2	-25.2
State			$8,444	$81,044
Percent Difference - School Site and State	N/A	N/A	-60.4	-0.6

2020-21 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.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$52,702	$51,029
Mid-Range Teacher Salary	$98,742	$78,583
Highest Teacher Salary	$125,961	$99,506
Average Principal Salary (Elementary)	$146,398	$124,576
Average Principal Salary (Middle)	$159,733	$131,395
Average Principal Salary (High)	$168,181	$144,697
Superintendent Salary	$272,942	$240,194
Percent of Budget for Teacher Salaries	38%	34%
Percent of Budget for Administrative Salaries	4%	6%

Professional Development

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.
Due to COVID-19, Professional Development has been reduced for the 20-21 school year.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	115	15	

Los Alamitos Unified School District
2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Los Alamitos Unified School District
Phone Number	(562) 799-4700
Superintendent	Andrew Pulver
Email Address	webmaster@losal.org
District Website Address	www.losal.org

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	4959	762	15.37	84.63	82.00
Female	2419	365	15.09	84.91	85.75
Male	2539	397	15.64	84.36	78.54
American Indian or Alaska Native	--	--	--	--	--
Asian	725	105	14.48	85.52	89.52
Black or African American	129	24	18.60	81.40	70.83
Filipino	93	17	18.28	81.72	100.00
Hispanic or Latino	1348	199	14.76	85.24	75.76
Native Hawaiian or Pacific Islander	33	5	15.15	84.85	--
Two or More Races	472	58	12.29	87.71	86.21
White	2156	354	16.42	83.58	82.77
English Learners	96	7	7.29	92.71	--
Foster Youth	--	--	--	--	--
Homeless	28	8	28.57	71.43	--
Military	335	56	16.72	83.28	78.57
Socioeconomically Disadvantaged	896	132	14.73	85.27	74.24
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	511	77	15.07	84.93	23.38

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	4959	735	14.82	85.18	57.20
Female	2419	345	14.26	85.74	54.65
Male	2539	390	15.36	84.64	59.48
American Indian or Alaska Native	--	--	--	--	--
Asian	725	98	13.52	86.48	80.61
Black or African American	129	21	16.28	83.72	42.86
Filipino	93	17	18.28	81.72	76.47
Hispanic or Latino	1348	195	14.47	85.53	43.75
Native Hawaiian or Pacific Islander	33	4	12.12	87.88	--
Two or More Races	472	54	11.44	88.56	69.81
White	2156	346	16.05		56.10
English Learners	96	6	6.25	93.75	--
Foster Youth	--	--	--	--	--
Homeless	28	8	28.57	71.43	--
Military	335	56	16.72	83.28	54.55
Socioeconomically Disadvantaged	896	127	14.17	85.83	41.73
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	511	72	14.09	85.91	8.45

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.