

Los Alamitos High School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2022-23 School Contact Information

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

2022-23 District Contact Information

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

2022-23 School Overview

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

2022-23 School Overview

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.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	798
Grade 10	828
Grade 11	776
Grade 12	770
Total Enrollment	3,172

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.4
Male	50.6
American Indian or Alaska Native	0.1
Asian	13.9
Black or African American	3.0
Filipino	2.9
Hispanic or Latino	27.0
Native Hawaiian or Pacific Islander	0.7
Two or More Races	8.3
White	43.8
English Learners	1.3
Foster Youth	0.1
Homeless	0.4
Migrant	0.0
Socioeconomically Disadvantaged	16.1
Students with Disabilities	7.8

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	105.20	89.15	324.10	87.54	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.30	2.84	17.90	4.83	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.02	0.70	0.20	12115.80	4.41
Unknown	9.40	7.97	27.50	7.43	18854.30	6.86
Total Teaching Positions	118.00	100.00	370.30	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
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						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	3.30	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	3.30	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	8.30	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.10	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

Year and month in which the data were collected

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: 2002/2016	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: 2002/2011/2013	Yes	0
History-Social Science	District Adoption Date of Textbooks/Materials 1 Textbook Per Student Enrolled: 2007/'2009/2013/2015/2018	Yes	0
Foreign Language	District Adoption Date of Textbooks/Materials 1 Textbook Per Student Enrolled: 2001-2005/2013	Yes	0
Health	District Adoption Date of Textbooks/Materials 1 Textbook Per Student Enrolled: 2004/2018	Yes	0
Visual and Performing Arts	District Adoption Date of Textbooks/Materials 1 Textbook Per Student Enrolled: 2008/2013/2014	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 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. The campus electrical infrastructure was completed in 2019. The new swimming pool was completed in summer 2020. The STEM building broke ground in Fall 2020 and opened in August 2022. The new Media Center, now housed in the STEM building, provides before school and after school tutoring sessions as part of Griffin Lab. The Math team supports tutoring with sessions both before school and after school in teacher classrooms. The new College and Career Center space in the STEM building supports the college-going culture at LosAI by hosting events and college-going sessions in the evenings. In addition to the new College and Career Center space, the school added a new position for a College and Career Readiness Counselor supporting our unduplicated student population. With the addition of the new building, the school has added a school resource officer (SRO) to provide local police support for the school site.

Previous classrooms and administrative offices vacated after teachers moved to the STEM building are being refurbished to provide new classroom spaces. A Wellness Center has also been developed to meet students social-emotional needs with an expected opening in December 2022. In Summer 2022, the campus began adding solar panels in the main student parking lot; a project that is still underway. In Winter 2022, the new gym will break ground. 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

11/3/2017

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			HVAC system replaced in building 100 summer 2015. HVAC system replaced in the PAC in summer 2016.

School Facility Conditions and Planned Improvements

			HVAC system on biannual preventive maintenance contract.
Interior: Interior Surfaces	X		<p>Theater seats refurbished and reupholstered summer 2015.</p> <p>Replaced the majority of the carpet in the 600 and 700 bldgs.</p> <p>Floor was replaced in the orchestra room.</p> <p>Choir room completely renovated (from the woodshed room), walls resurfaced for acoustics, new flooring, technology, mirrored walls, offices built.</p>
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X		Monthly contract with Newport Pest Control.
Electrical	X		<p>Electrical infrastructure upgrade began at the end of the 2017-18 school year and was completed in 2019.</p> <p>New circuit installed in 608 to accommodate the lounge.</p> <p>New electrical installed for 609 to accommodate appliances for SpecEd learning environment.</p>
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		<p>Gym and locker restrooms completed modernization summer 2013.</p> <p>Village portable restrooms were added. Bottle fillers added to all drinking fountains.</p>
Safety: Fire Safety, Hazardous Materials	X		New fire alarm system installed and completed summer 2016.
Structural: Structural Damage, Roofs	X		New 3 story STEM building under construction.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		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.

School Facility Conditions and Planned Improvements

			<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> <p>Varsity Baseball field verticut, lazer leveled, oversees.</p> <p>All north fields leveled by grounds.</p> <p>Swimming pool built and complete in 2020.</p> <p>Outdoor basketball courts finished with new asphalt.</p>
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Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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

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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	82	N/A	79	N/A	47
Mathematics (grades 3-8 and 11)	N/A	57	N/A	67	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	759	717	94.47	5.53	81.73
Female	366	352	96.17	3.83	87.78
Male	393	365	92.88	7.12	75.89
American Indian or Alaska Native	--	--	--	--	--
Asian	115	114	99.13	0.87	91.23
Black or African American	28	21	75.00	25.00	57.14
Filipino	30	29	96.67	3.33	96.55
Hispanic or Latino	202	192	95.05	4.95	75.52
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	58	52	89.66	10.34	84.62
White	320	305	95.31	4.69	82.30
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	58	55	94.83	5.17	78.18
Socioeconomically Disadvantaged	126	119	94.44	5.56	75.63
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	62	53	85.48	14.52	35.85

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	759	726	95.65	4.35	56.75
Female	366	354	96.72	3.28	57.06
Male	393	372	94.66	5.34	56.45
American Indian or Alaska Native	--	--	--	--	--
Asian	115	115	100.00	0.00	80.87
Black or African American	28	21	75.00	25.00	19.05
Filipino	30	30	100.00	0.00	90.00
Hispanic or Latino	202	193	95.54	4.46	44.56
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	58	53	91.38	8.62	54.72
White	320	309	96.56	3.44	55.66
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	58	55	94.83	5.17	54.55
Socioeconomically Disadvantaged	126	120	95.24	4.76	41.67
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	62	54	87.10	12.90	22.22

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	52.24	NT	56.1	28.5	29.47

2021-22 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. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	1502	1472	98	2	52.24
Female	734	718	97.82	2.18	52.51
Male	767	753	98.17	1.83	52.06
American Indian or Alaska Native	--	--	--	--	--
Asian	212	212	100	0	75.47
Black or African American	46	46	100	0	23.91
Filipino	49	49	100	0	59.18
Hispanic or Latino	398	385	96.73	3.27	40.26
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	115	109	94.78	5.22	55.96
White	671	660	98.36	1.64	53.18
English Learners	13	13	100	0	0
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	108	106	98.15	1.85	43.4
Socioeconomically Disadvantaged	245	243	99.18	0.82	41.15
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	105	97	92.38	7.62	17.53

2021-22 Career Technical Education Programs

Career Technical Education Programs (from school year 21-22)

Programs offered: Computer Science, Engineering, Sports Medicine, Emergency Response, Film, Theater Technology and Television Production

CTE Courses at LAHS Include: Introduction to Engineering Design, Principles of Engineering, Computer Integrated Manufacturing, Sports Medicine, Sports Medicine Advanced, ROP Fire Technology, ROP Emergency Medical Response, ROP Emergency Medical Technician, Introduction to Computer Science, AP Computer Science Principles, AP Computer Science A, Film and Television Production, Film and Television Production II, Theater Technology and Advanced Theater Technology. In Fall 2022, the school began building a Bio-Medical CTE program and Anatomy/Physiology became eligible as a CTE course.

Advisory Committee Primary Representative: Carrie Logue of LAEF

All program at LAHS have industry representation on the CTE Advisory Committee

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	667
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	68.5
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	99.65
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	71.54

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	95.3	95.1	95.9	95.4	96

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.

2022-23 Opportunities for Parental Involvement

A major contribution to the overall success at Los Alamitos High School is the positive involvement of the school community in the leadership of the school. Being a School-Based Coordinated Program, Los Alamitos High School operates on a shared decision-making model. Committees such as PTSA, School Site Council, Attendance Committee, District Inclusion/Diversity Committee, Challenge Success Committee, Educational Foundation, Student Welfare and Safety Committee, Operations Steering Committee, ELAC/DELAC, DAC, Dress Code 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 which 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, 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. They receive funds through various businesses and provide financial and volunteer support and fundraising to important programs in addition to offering courses that continue to encourage lifelong learning. Contact information: Los Alamitos Educational Foundation, (562) 799-4700 x80424 or on the web at <http://www.laef4kids.org/>. Parents in PTSA involve community members and businesses to raise funds that support students, faculty, and a variety of groups across campus. Programs such as Senior of the Week, the Award of Academic Excellence ceremony, and the Reflections Art Awards encourage students through academics and the arts by giving scholarships and awards throughout the school year. PTSA also supports staff members through staff appreciation events, the Back-to-School Luncheon, teacher grants, and the Honorary Service Awards.

C. Engagement

State Priority: Pupil Engagement

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

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		1.6	1.3		1.7	1.3		8.9	7.8
Graduation Rate		97.4	97.9		97.2	97.9		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	772	756	97.9
Female	377	370	98.1
Male	394	385	97.7
American Indian or Alaska Native	0	0	0.0
Asian	103	102	99.0
Black or African American	20	20	100.0
Filipino	20	20	100.0
Hispanic or Latino	202	196	97.0
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	60	58	96.7
White	361	354	98.1
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	193	191	99.0
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	61	52	85.2

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	3249	3193	435	13.6
Female	1599	1574	228	14.5
Male	1648	1617	206	12.7
American Indian or Alaska Native	3	3	1	33.3
Asian	444	443	21	4.7
Black or African American	100	97	9	9.3
Filipino	92	92	5	5.4
Hispanic or Latino	882	864	136	15.7
Native Hawaiian or Pacific Islander	25	24	6	25.0
Two or More Races	269	262	41	15.6
White	1427	1401	214	15.3
English Learners	41	40	9	22.5
Foster Youth	3	2	0	0.0
Homeless	14	13	3	23.1
Socioeconomically Disadvantaged	580	565	128	22.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	272	259	71	27.4

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 February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.90	1.09	2.45
Expulsions	0.00	0.00	0.05

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.37	1.88	0.24	1.27	0.20	3.17
Expulsions	0.03	0.00	0.01	0.02	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.88	0.00
Female	1.19	0.00
Male	2.55	0.00
American Indian or Alaska Native	0.00	0.00
Asian	1.13	0.00
Black or African American	1.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.38	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	2.60	0.00
White	1.89	0.00
English Learners	2.44	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	3.97	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.68	0.00

2022-23 School Safety Plan

The 2022-23 Los Alamitos High School Comprehensive Safe School Plan was reviewed and ratified at School Site Council on September 21, 2022.

The plan was updated from August 18 - September 20.

The 2022-2023 Los Alamitos High School(LAHS) Comprehensive Safe School Plan is organized into 11 sections: the mission and vision statement, child abuse reporting, disaster procedures, suspension/expulsion, procedures to notify teachers of dangerous students, non-discrimination/harassment/bullying, dress code, procedures for safe ingress/egress, a safe and orderly environment conducive to learning, rules and procedures of school discipline, and pandemic response. It clearly communicates designated responsibilities within the areas school safety, so as to provide an academic setting for students and staff that is conducive learning. It offers information intended to identify elements and resources important for the improvement of school climate, both in and out of the classroom. It is designed to address campus risks, prepare for emergencies and create a safe and secure teaching/learning environment for all students and school personnel. Its goal is to offer guidance for stakeholders and to explain school emergency planning. It is intended to emphasize best practices, policies and procedures in the areas of violence prevention, emergency preparedness, crisis intervention and student/employee safety.

The LAHS Comprehensive Safe School Plan is a cooperative effort of site stakeholders: students, certificated/classified staff, administration, and parents/community members. The stakeholders main objective is to identify, establish and use strategies and programs that comply with school safety laws. The plan solicits the views and advice of these stakeholders and uses this information to promote the well-being of LAHS students, staff and the community. It is updated annually and ratified by the LAHS School Site Council in the early Fall semester.

2019-20 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	30	22	44	46
Mathematics	29	21	42	40
Science	32	4	43	30
Social Science	32	7	44	37

2020-21 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	29	23	41	54
Mathematics	26	39	48	32
Science	26	26	37	31
Social Science	31	17	32	45

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	30	17	34	59
Mathematics	30	12	44	44
Science	30	9	31	40
Social Science	33	3	27	51

2021-22 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	528.67

2021-22 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)	6.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	4.0
Social Worker	
Speech/Language/Hearing Specialist	3.0
Resource Specialist (non-teaching)	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	8002	1001	7002	104675
District	N/A	N/A	5773	\$104,896
Percent Difference - School Site and District	N/A	N/A	19.2	-0.2
State	N/A	N/A	\$6,594	\$83,102
Percent Difference - School Site and State	N/A	N/A	6.0	23.0

2021-22 Types of Services Funded

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

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	\$52,478
Mid-Range Teacher Salary	\$98,742	\$80,810
Highest Teacher Salary	\$125,961	\$101,276
Average Principal Salary (Elementary)	\$147,677	\$127,080
Average Principal Salary (Middle)	\$161,882	\$134,264
Average Principal Salary (High)	\$173,087	\$147,200
Superintendent Salary	\$283,422	\$242,351
Percent of Budget for Teacher Salaries	38%	33%
Percent of Budget for Administrative Salaries	4%	6%

2021-22 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	35.3
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	15
Fine and Performing Arts	5
Foreign Language	8
Mathematics	10
Science	13
Social Science	27
Total AP Courses Offered Where there are student course enrollments of at least one student.	78

Professional Development

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 and 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.

Staff training on inclusion, cultural diversity, and empathy were provided during the 2019-20 school year. Additional training in this area is planned. However, due to the current pandemic conditions, these opportunities have been scaled back at this time.

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.

Given our current pandemic environment, much of our professional development opportunities have been put on hold. It is hoped that once we are in a more normal environment that these opportunities will be reinstated.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	15	9	15