

# Los Alamitos Elementary

## California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/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](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### Internet Access

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



### Mr. Thomas Rousseau, Principal

Principal, Los Alamitos Elementary

#### About Our School

The Lions of Los Alamitos Elementary welcome you! As a 2001 National Blue Ribbon and a 2010 and 2014 California Distinguished School, Los Alamitos Elementary has established a reputation for educational excellence. A highly skilled and dedicated faculty provide a challenging academic program with a commitment to providing the finest 21st Century Education for all students. We strive to make every child a proficient reader. Students are encouraged to collaborate, think critically, use their creativity, communicate effectively and be responsible members of a global society. We value positive behavior and encourage our students to have Lions' P.R.I.D.E: Problem solve, Respect all, I make responsible decisions, Do your best, Everyone cares. At Los Alamitos, community support and volunteers bring exemplary learning programs to life, such as music, technology, science lab, and art. Give us a closer look at [www.sjUSD.org/losalamitos](http://www.sjUSD.org/losalamitos).

#### Contact

*Los Alamitos Elementary  
6130 Silberman Ave.  
San Jose, CA 95120-3931*

*Phone: 408-535-6297  
E-mail: [trousseau@sjUSD.org](mailto:trousseau@sjUSD.org)*

## About This School

### Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
<b>District Name</b>	San Jose Unified
<b>Phone Number</b>	(408) 535-6090
<b>Superintendent</b>	Nancy Albarrán
<b>E-mail Address</b>	<a href="mailto:nalbarran@sjusd.org">nalbarran@sjusd.org</a>
<b>Web Site</b>	<a href="http://www.sjusd.org">http://www.sjusd.org</a>

School Contact Information (School Year 2017-18)	
<b>School Name</b>	Los Alamitos Elementary
<b>Street</b>	6130 Silberman Ave.
<b>City, State, Zip</b>	San Jose, Ca, 95120-3931
<b>Phone Number</b>	408-535-6297
<b>Principal</b>	Mr. Thomas Rousseau, Principal
<b>E-mail Address</b>	<a href="mailto:trousseau@sjusd.org">trousseau@sjusd.org</a>
<b>Web Site</b>	<a href="http://www.sjusd.org/bsalamitos/">http://www.sjusd.org/bsalamitos/</a>
<b>County-District-School (CDS) Code</b>	43696666093074

*Last updated: 1/3/2018*

### School Description and Mission Statement (School Year 2017-18)

#### Our Vision and Our Mission

Our Vision: Preparing today's students to be the thinkers, leaders, and creators of tomorrow.  
 Our Mission: Uniting as one community, we elevate opportunities for all.

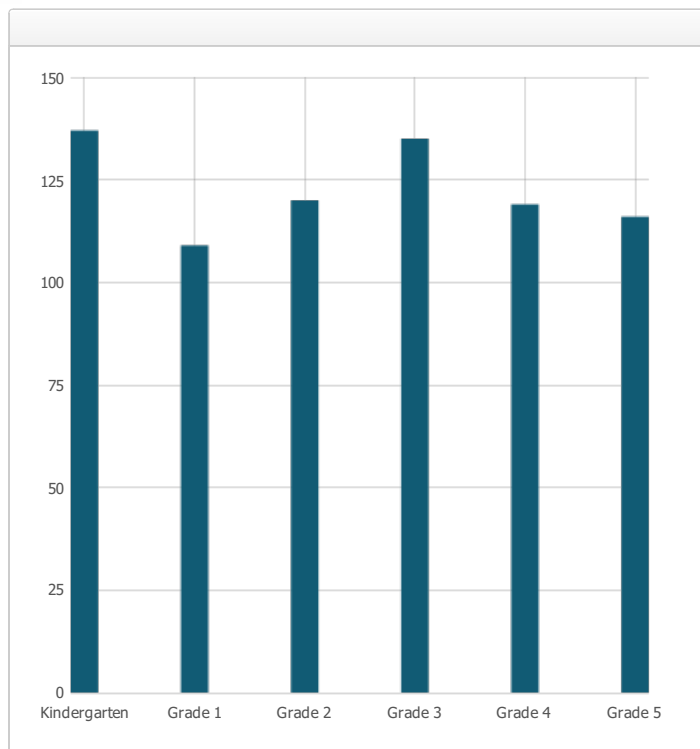
#### Our Core Values

All Los Alamitos Students are motivated for lifelong learning, prepared for challenges in an ever-changing world, and are successful in a global society.  
 The Los Alamitos Elementary School Community collaborates and teams to eliminate the opportunity gap and create a 21st century learning environment that encourages problem solving, respect for self and others, responsible decision making, achievement at one's personal level of excellence, and caring for the earth and its inhabitants.

*Last updated: 12/21/2017*

### Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	137
Grade 1	109
Grade 2	120
Grade 3	135
Grade 4	119
Grade 5	116
<b>Total Enrollment</b>	<b>736</b>



Last updated: 12/21/2017

### Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	1.2 %
American Indian or Alaska Native	0.0 %
Asian	24.5 %
Filipino	1.5 %
Hispanic or Latino	17.4 %
Native Hawaiian or Pacific Islander	0.1 %
White	45.8 %
Two or More Races	9.5 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	9.6 %
English Learners	7.7 %
Students with Disabilities	4.9 %
Foster Youth	0.3 %

Last updated: 12/21/2017

## A. Conditions of Learning

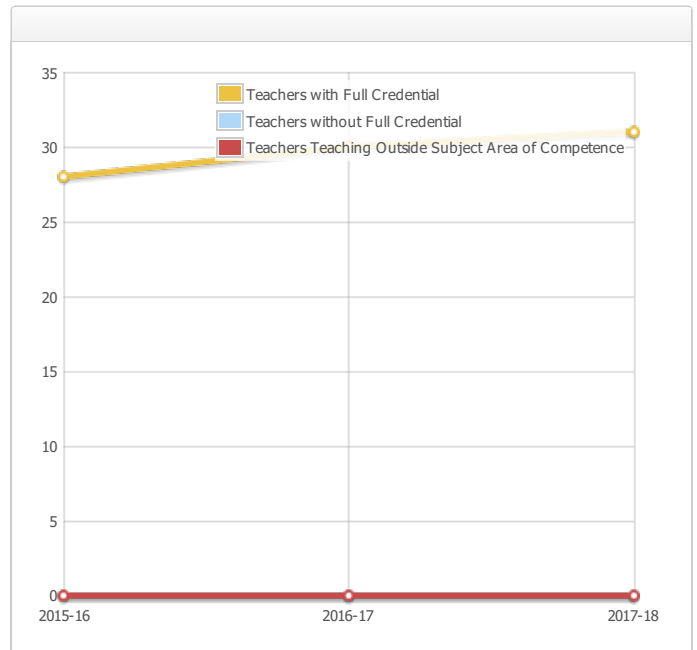
### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

#### Teacher Credentials

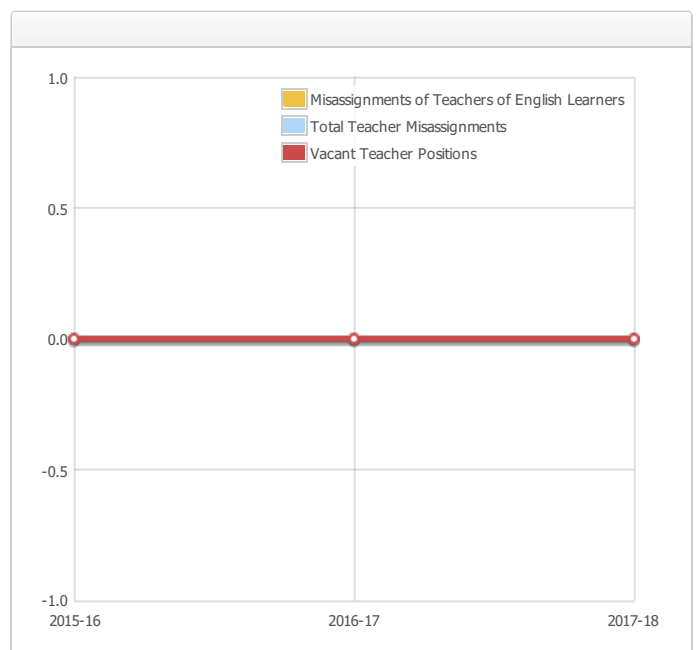
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	28	30	31	1427
Without Full Credential	0	0	0	34
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	11



Last updated: 1/26/2018

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



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

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

Last updated: 1/24/2018

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)**

Year and month in which the data were collected: January 2018

<b>Subject</b>	<b>Textbooks and Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
Reading/Language Arts	<a href="#">Elementary Core Curriculum</a>	Yes	0.0 %
Mathematics		Yes	0.0 %
Science		Yes	0.0 %
History-Social Science		Yes	0.0 %
Foreign Language		Yes	0.0 %
Health		Yes	0.0 %
Visual and Performing Arts		Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

*Last updated: 1/16/2018*

## School Facility Conditions and Planned Improvements

Los Alamitos Elementary School is a 41-year-old facility with fifteen portable classrooms. During the summer of 2009 the field was torn out, and new grass was planted. During the summer of 2008, walls were installed in the Main Building, and two kindergarten classrooms to close the open pod classrooms into single self-contained rooms. Other construction improvements during the summer of 2008 were made in the Health Office, the Staff Room, resurfacing the driveway and the blacktop. During the summer of 2002, our school underwent a \$2 million renovation, including updated T-1 lines, new carpets, new paint, and improved heating/air conditioning systems. A Disaster Preparedness Plan is updated yearly, and practice drills are scheduled regularly. Our school is rated by parents and staff each year in our Annual Climate Survey, and continues to receive high marks for cleanliness. Our custodian cleans all restrooms daily, including all kindergarten restrooms. Our grounds are also checked daily for debris that is promptly removed. Classroom trashcans are emptied daily, and a custodial crew rotates through classrooms each evening to clean chalkboards, sinks, and vacuum floors.

In 2009, our PTA and the school district installed two shade structures. One shade structure was placed over the outside science area; the other was placed near the new field. In the spring of 2006, the PTA purchased a double-sided lighted outside sign to inform the community, and advertise upcoming school events. In 2011, the stately school sign received some much needed refurbishing, safety backpack hooks were installed outside of portables and two fun buckets were installed in play areas. Trees were also planted in recognition of California Arbor Day. A new United States and World Map were painted on our playground pavement.

*Last updated: 2/1/2018*

## School Facility Good Repair Status

Year and month of the most recent FIT report: September 2017

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

## Overall Facility Rate

Year and month of the most recent FIT report: September 2017

Overall Rating	Exemplary
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*Last updated: 1/5/2018*

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### CAASPP Test Results in ELA and Mathematics for All Students

##### Grades Three through Eight and Grade Eleven (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	81%	78%	54%	53%	48%	48%
Mathematics (grades 3-8 and 11)	73%	76%	42%	42%	36%	37%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

*Last updated: 1/8/2018*

**CAASPP Test Results in ELA by Student Group****Grades Three through Eight and Grade Eleven (School Year 2016-17)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	374	362	96.79%	77.90%
Male	182	174	95.60%	73.56%
Female	192	188	97.92%	81.91%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	76	76	100.00%	88.16%
Filipino	--	--	--	
Hispanic or Latino	69	63	91.30%	55.56%
Native Hawaiian or Pacific Islander				
White	185	181	97.84%	80.11%
Two or More Races	35	35	100.00%	85.71%
Socioeconomically Disadvantaged	42	37	88.10%	51.35%
English Learners	63	57	90.48%	63.16%
Students with Disabilities	37	34	91.89%	55.88%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

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

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

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

*Last updated: 1/8/2018*



**CAASPP Test Results in Mathematics by Student Group****Grades Three through Eight and Grade Eleven (School Year 2016-17)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	375	367	97.87%	76.29%
Male	183	177	96.72%	78.53%
Female	192	190	98.96%	74.21%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	76	76	100.00%	89.47%
Filipino	--	--	--	
Hispanic or Latino	70	65	92.86%	58.46%
Native Hawaiian or Pacific Islander				
White	185	184	99.46%	76.63%
Two or More Races	35	35	100.00%	80.00%
Socioeconomically Disadvantaged	43	38	88.37%	55.26%
English Learners	64	62	96.88%	69.35%
Students with Disabilities	37	34	91.89%	47.06%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

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

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

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

*Last updated: 1/8/2018*

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

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	93.0%	90.0%	57.0%	55.0%	56%	54%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

*Last updated: 1/8/2018*

**Career Technical Education Programs (School Year 2016-17)**

N/A
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*Last updated: 12/18/2017*

**Career Technical Education Participation (School Year 2016-17)**

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	--
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

*Last updated: 12/18/2017*

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

UC/CSU Course Measure	Percent
2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission	0.0%
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

# State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

## California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
5	15.7%	29.6%	38.3%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/8/2018

## C. Engagement

# State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

### Opportunities for Parental Involvement (School Year 2017-18)

Parents and the community are a vital component of the school climate at Los Alamitos Elementary School. Parents volunteer in classrooms, for special events, fund-raisers, and field trips as chaperones. Parents can participate in various school/district committees such as School Site Council (SSC), District English Learner Advisory Committee (DELAC), and District Advisory Committee (DAC).

Parents may also participate in a variety of school activities such as Back-To-School Night, Open House, Parent-Teacher Conferences, Assemblies, Extra-Curricular and PTA Events, Fall Parade, Music Performances, and Parent Coffees.

The school informs parents of student progress through, Report Cards, Parent Conferences requested by parents or teachers, Teacher/Principal newsletters letters, emails, 1:1 conversations and telephone calls.

Local community partners have helped out with funding/support of our school

Contact Person: Thomas Rousseau, Principal  
Contact Phone Number: (408) 535-6297

More Specifics On Volunteering At Los Alamitos

**VOLUNTEERS** We want you to volunteer to assist in the classroom. If you are interested in helping, please respond to the request of your child's teacher and/or the PTA. We recognize the importance of parent involvement in the education of all our students, and we invite and welcome you to actively partner with us on our campus. For the safety of all our students, all parents and other persons wishing to volunteer in classrooms or around the campus must be fingerprinted and receive a TB test. Please see our URL on this page for a new or returning volunteer form. **REMINDER: ALL parents, volunteers, student teachers, non-Los Alamitos staff, and any other person on the Los Alamitos campus during school hours MUST sign in and out at the main office EVERY time they are on campus. No exceptions.** Thank you for your attention to this important procedure.

2017-2018 NEW and RETURNING VOLUNTEERS, complete and submit your form electronically - copy and paste this URL:  
[go.sjsud.org/losalamitosvolunteers](http://go.sjsud.org/losalamitosvolunteers)

Volunteer Opportunities

The Art Vistas program is directed and supported by a dedicated team of more than 70 parent volunteers. Teachers and parent volunteer docents working together have made the program a success. If you would like to become a part of our Art Vistas program, please contact your child's teacher or the school office.

The Cornerstone Program: The Asset Building Champions (ABC) program is the major parent engagement program of Project Cornerstone. ABC uses a curriculum of children's literature to teach a set of positive assets: caring, empathy, integrity, equality, responsibility, etc. Our parent readers cultivate positive connections with the students and become models for how to be caring and responsible adults. Each book that is read in the classroom has been chosen for a specific purpose and to develop a specific asset. If you would like to become a part of our Art Vistas program, please contact your child's teacher or the school office.

The PTA at Los Alamitos strives to create lasting positive memories for students at Los Alamitos Elementary School by creating opportunities, providing educational enrichment, and building a strong sense of community for Los Alamitos families. We are always looking for volunteers to help at school and events as well, we are looking for volunteers to help head up our committees. Email PTA at [losalamitospta@gmail.com](mailto:losalamitospta@gmail.com)



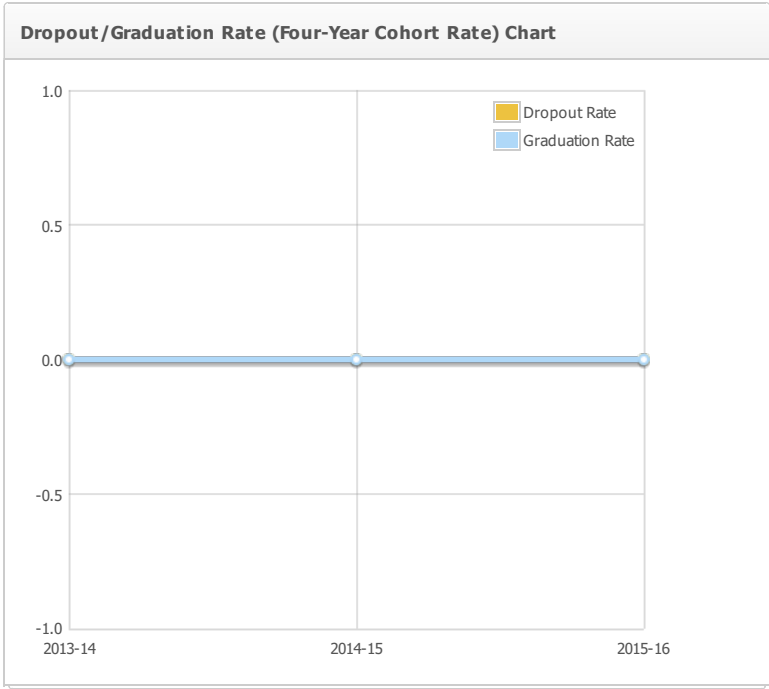
# State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	11.5%	10.7%	9.7%
Graduation Rate	0.0%	0.0%	0.0%	85.9%	85.4%	87.7%	81.0%	82.3%	83.8%



Last updated: 1/8/2018

**Completion of High School Graduation Requirements - Graduating Class of 2016****(One-Year Rate)**

<b>Student Group</b>	<b>School</b>	<b>District</b>	<b>State</b>
All Students	--	88.4%	87.1%
Black or African American	--	85.0%	79.2%
American Indian or Alaska Native	--	100.0%	80.2%
Asian	--	97.9%	94.4%
Filipino	--	90.6%	93.8%
Hispanic or Latino	--	83.4%	84.6%
Native Hawaiian or Pacific Islander	--	92.3%	86.6%
White	--	93.8%	91.0%
Two or More Races	--	91.3%	90.6%
Socioeconomically Disadvantaged	--	90.5%	85.5%
English Learners	--	52.6%	55.4%
Students with Disabilities	--	57.1%	63.9%
Foster Youth	--	--	--

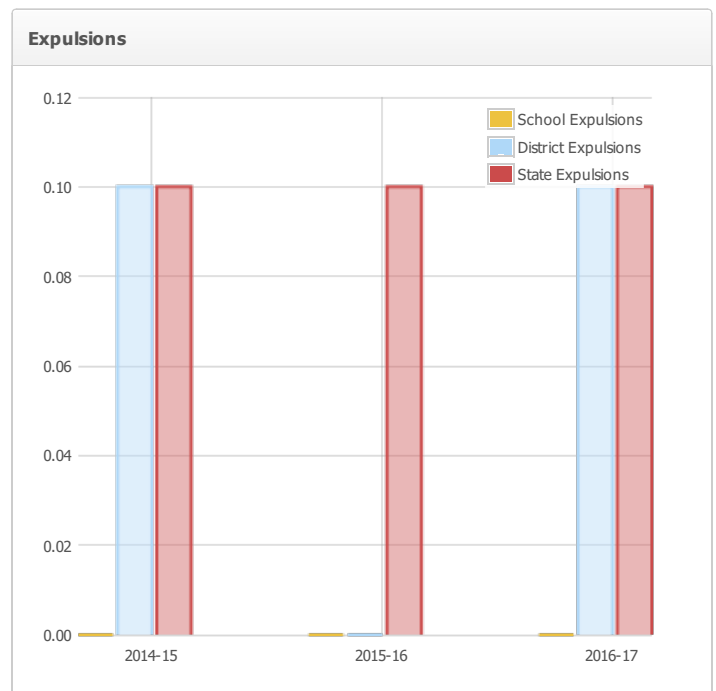
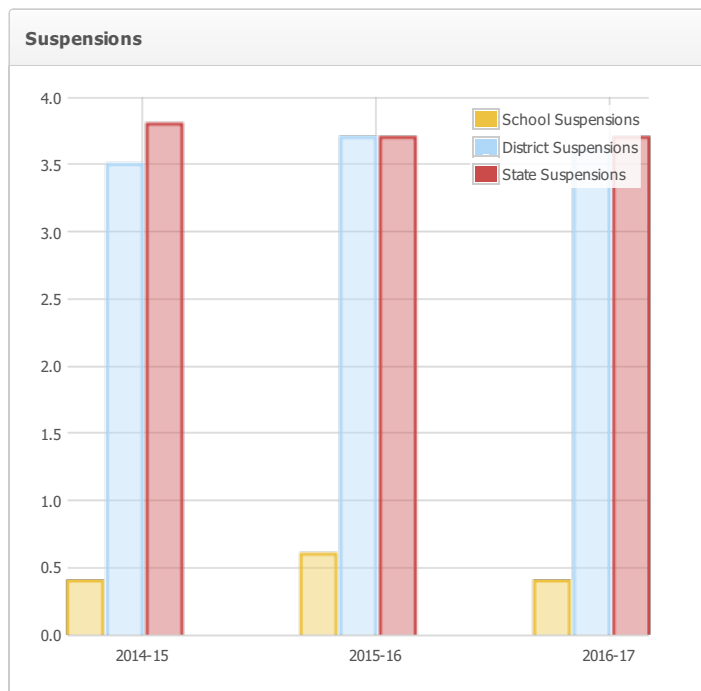
# State Priority: School Climate

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

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

## Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	0.4%	0.6%	0.4%	3.5%	3.7%	3.6%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.0%	0.1%	0.0%	0.1%	0.1%	0.1%	0.1%



Last updated: 1/8/2018

## School Safety Plan (School Year 2017-18)

The School Safety Plan is reviewed and revised yearly by staff, the School Safety Committee, and the Site Council. The Safety Plan was in October of 2017 and reviewed on November 14, 2017, and there is a complete Safety plan on file at the District Office and at the Site. The well-being and safety of our students are our priorities. Adult supervision is provided at all times while school is in session, visitors to the campus are required to sign in at the office and obtain a visitor's pass. A system is in place for classroom and playground emergency assistance. Safety drills, including fire, lock-down, bomb and earthquake are conducted on a regular basis. Teams have been developed as part of the emergency plan to ensure that there would be staff assigned to stay with students and others assigned to help with the various tasks required during an emergency.

A school health clerk is at this site when students are present to provide first aid, administer prescribed medications, oversee required vaccinations, and organize health screenings. A licensed school R.N. works at this site part time to coordinate special health needs of our students and others in the District. Playground equipment is checked monthly to ensure safety. Behavioral expectations are taught and reviewed with students on a regular basis as part of our PBIS – Lions' P.R.I.D.E. Behavior expectations for areas of our school are explained and students are taught the expected behaviors. The Central Office also provides our school some intervention and counseling for students who need additional assistance.

Last updated: 12/22/2017



## D. Other SARC Information

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

### Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2009-2010
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	16
Percent of Schools Currently in Program Improvement	N/A	61.5%

*Last updated: 1/25/2018*

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

Grade Level	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	29.0	0	5	0	27.0	0	5	0	23.0	1	5	0
1	30.0	0	4	0	30.0	0	4	0	27.0	0	4	0
2	29.0	0	4	0	27.0	0	5	0	30.0	0	4	0
3	30.0	0	4	0	30.0	0	4	0	27.0	0	5	0
4	31.0	0	4	0	30.0	0	4	0	30.0	0	4	0
5	32.0	0	3	0	31.0	0	4	0	29.0	0	4	0
6	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
Other	10.0	1	0	0	12.0	1	0	0	13.0	1	0	0

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

*Last updated: 1/25/2018*

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

Subject	2014-15			2015-16			2016-17					
	Average Class Size	Number of Classes *		Average Class Size	Number of Classes *		Average Class Size	Number of Classes *				
		1-22	23-32		33+	1-22		23-32	33+	1-22	23-32	33+
English												
Mathematics												
Science												
Social Science												

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/25/2018

**Academic Counselors and Other Support Staff (School Year 2016-17)**

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.4	N/A
Psychologist	0.0	N/A
Social Worker	0.0	N/A
Nurse	0.5	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	3.4	N/A
Other	0.1	N/A

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

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/24/2018

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9475.3	\$2445.9	\$7029.4	\$74881.5
District	N/A	N/A	\$8016.2	\$72711.6
Percent Difference – School Site and District	N/A	N/A	-13.1%	2.9%
State	N/A	N/A	\$6574.0	\$79228.0
Percent Difference – School Site and State	N/A	N/A	6.7%	-5.6%

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

Last updated: 1/10/2018

## Types of Services Funded (Fiscal Year 2016-17)

The following services to support and assist students at Los Alamitos include:

Counseling Services

Intervention Specialists

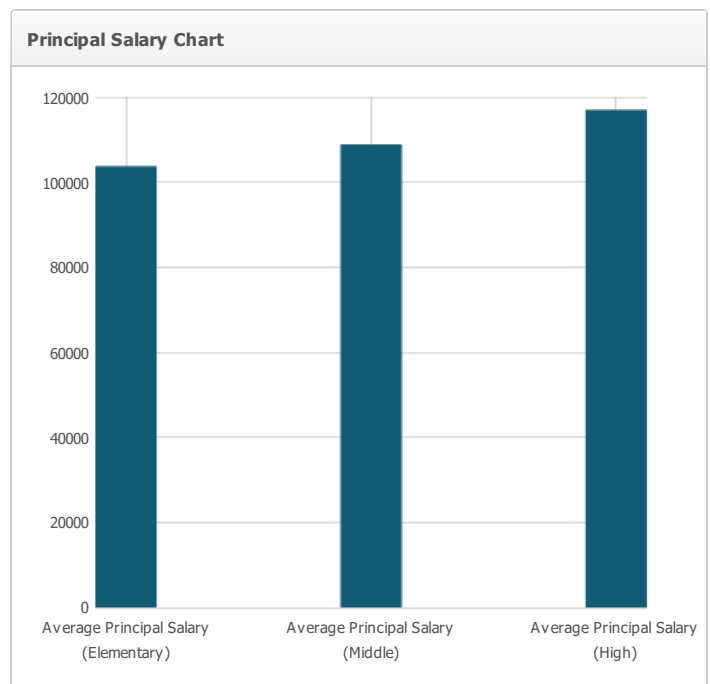
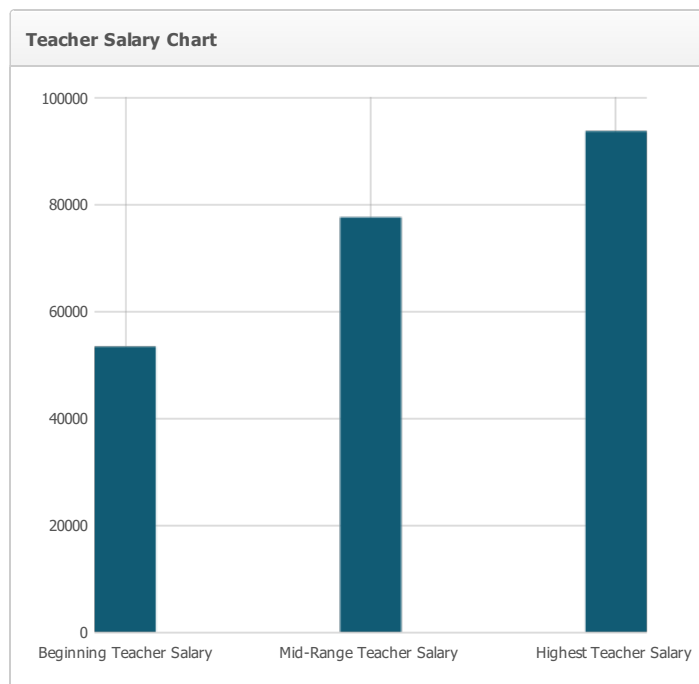
Intervention Classes in math and writing

*Last updated: 12/22/2017*

## Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$53,358	\$47,808
Mid-Range Teacher Salary	\$77,532	\$73,555
Highest Teacher Salary	\$93,642	\$95,850
Average Principal Salary (Elementary)	\$103,741	\$120,448
Average Principal Salary (Middle)	\$108,855	\$125,592
Average Principal Salary (High)	\$117,012	\$138,175
Superintendent Salary	\$263,799	\$264,457
Percent of Budget for Teacher Salaries	33.0%	35.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

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



*Last updated: 1/8/2018*

**Advanced Placement (AP) Courses (School Year 2016-17)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.0%

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

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

*Last updated: 1/8/2018*

**Professional Development**

Staff members build teaching skills and concepts through participation in conferences, workshops, and grade level collaboration throughout the year. Teachers have the opportunity to participate in out of district professional development throughout the school year. Over the past three years, the Central Office of Curriculum Instruction has provided support and training, offered a variety of professional growth opportunities in math, writing, reading instruction and management. Our school site professional learning community has also focused on developing skills in math, writing and reading instruction over this time. A site Instructional Coach is assigned to the school. Topics for staff development for 2015-2018 school year 's include(d):

- The San Jose Unified Instructional Framework
- Math instruction using the Stepping Stones Math Curriculum
- Writing Instruction: Writers' Work Shop and the Lucy Calkins Curriculum
- Adaptive Learning: Lexia and Dreambox
- Achieve reading resource
- PBIS
- Early Literacy – Guided Reading
- Notice and Note Close Reading Strategies
- Readers' Workshop

*Last updated: 12/22/2017*