

School Accountability Report Card

Reported Using Data from the 2010-11 School Year

Published During 2011-12

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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. 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.

II. About This School

Contact Information (School Year 2011-12)

School		District	
School Name	Francis Hopkinson Elementary School	District Name	Los Alamitos Unified School District
Street	12582 Kensington Road	Phone Number	562-799-4700 ext. 80401
City, State, Zip	Los Alamitos, CA 90720	Web Site	www.losal.org/hopkinson
Phone Number	562-799-4500	Superintendent	Dr. Sherry Kropp
Principal	Dr. Linda Stewart	E-mail Address	webmaster@losal.org
E-mail Address	lstewart@losal.org	CDS Code	30739246029045

School Description and Mission Statement (School Year 2010-11)

This section provides information about the school, its programs and its goals.

The Francis Hopkinson School mission is to provide students with the foundation necessary to become independent, life-long learners by:

- educating students with a strong academic curriculum to critically and creatively apply knowledge in a democratic society and changing world
- enabling students to communicate effectively through listening, speaking, reading, and writing
- promoting self-confidence by enhancing and sustaining physical, social, and emotional well-being in a supportive environment which allows risk-taking
- emphasizing concern and acceptance of others through responsibility, respect and reflection

School goals which help us visualize our mission are determined yearly from:

- District goals
- Student progress and achievements; using STAR, Dibels, Theme and Unit tests, and Essential Agreements assessment data
- State

Curriculum Frameworks and Academic Content Standards.

To meet the needs of all children, program goals emphasize that students of various abilities and needs:

- receive a balanced language arts program integrating phonics, decoding, comprehension and vocabulary skills using Houghton Mifflin materials, Accelerated Reading, and a rich literature curriculum that is aligned to state standards
- participate in a balanced mathematics program which emphasizes basic math skills, mathematical thinking, and problem solving that is aligned to state standards. Primary and upper grade teachers are utilizing CGI strategies for teaching problem solving
- receive a comprehensive writing program utilizing Step-up-to Writing, Nancy Fetzer, and Thinking Maps and Writing Workshop.
- receive challenging instruction in a comprehensive history/social science curriculum
- learn physical, life, and earth science concepts in a hands-on learning environment
- have their learning and performance effectively communicated to parents with agreed upon performance standards
- attend school with feelings of safety, pride, and trust which is nurtured and implemented through Husky Buddy classrooms and Spirit Assemblies
- enhance their learning through the acquisition, integration, and use of technology as a tool to acquire knowledge and information in the Media Center and classroom.

Opportunities for Parental Involvement (School Year 2010-11)

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

Parent participation at Hopkinson is critical to the success of our program. We have a very active, supportive parent group which continually expresses interest through assistance in the classrooms and media center and with special events such as assemblies, Restaurant Family Night, book fairs, and Family Science Night. Parents also participate as members of the PTA, School Site Council, and Friends of Hopkinson. PTA meetings are held every month during the school year, and School Site Council meetings are held four times a year. SSC spotlights specific areas of the curriculum and holds at least one classroom tour during the year. All parents and community members are welcome to attend any school meeting or activity. Attendance at Parent/Teacher Conferences, Back to School Night and Open House, as well as membership in PTA, continues to be over 95%. To strengthen parent involvement, additional opportunities are provided throughout the year for education and for volunteering in the classroom. For more information about organized opportunities for parent involvement at Hopkinson, please contact the school office at 562-799-4500. The Los Alamitos USD Educational Foundation is a community-based, non-profit organization which was formed in 1985. It consists of concerned community members working together to raise money to maintain and improve the quality of the schools of the Los Alamitos Unified School District. The Foundation has a commitment of fundraising for technology, reducing class size, summer enrichment programs and other specialized projects. Contact information: Los Alamitos Educational Foundation, P.O. Box 1210, Los Alamitos, CA 90720 or on the web at <http://www.loaledfoundation.org>

Student Enrollment by Grade Level (School Year 2010-11)

Grade Level	Number of Students
Kindergarten	140
Grade 1	98
Grade 2	112
Grade 3	96
Grade 4	100
Grade 5	116
Total Enrollment	662

Student Enrollment by Group (School Year 2010-11)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	2	White	67.5
American Indian or Alaska Native	0.5	Two or More Races	3.9
Asian	11	Socioeconomically Disadvantaged	3
Filipino	2.6	English Learners	4.4
Hispanic or Latino	11.9	Students with Disabilities	7.4
Native Hawaiian/Pacific Islander	0.6		

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2008-09				2009-10				2010-11			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	19.7	6	0	0	24	0	5	0	23.3	1	5	0
1	19.3	6	0	0	24	0	4	0	22.8	1	4	0
2	20	5	0	0	22	2	2	0	24	0	6	0
3	20	5	0	0	24	0	4	0	24	0	4	0
4	33	0	1	2	37	0	0	3	33.3	0	0	3
5	33	0	2	2	34	0	0	3	38.7	0	0	3
Other	0	0	0	0	0	0	0	0				

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

III. School Climate

School Safety Plan (School Year 2010-11)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

Each site has a School Safety Plan, an Emergency Preparedness Plan, and a Crisis Intervention Plan. These three documents cover all aspects of campus safety. The plans are on file and available to all parents as well as the general public. All safety plans are reviewed and updated on an annual basis in a public meeting. The goal is to ensure a safe and non-violent environment on all of the LAUSD campuses.

Suspensions and Expulsions

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	0.16	0.32	2.57	5.36	3.81	3.51
Expulsions	0	0	0	0.25	0.05	0.09

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011-12)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected:

The Los Alamitos Unified School District has always emphasized the importance of a clean, safe environment for learning. The environment of each campus is a matter of pride for students, staff and parents. Several schools have planted individual gardens, organized workrooms, and planned workdays for students and parents to enhance the facility. To insure that our facilities are in good repair condition, custodians at each site perform monthly safety inspections and the District maintenance crew places safety as the number one priority. Hopkinson was built in 1961. Overall the school is in good condition for a facility of that age. It is clean and well maintained but the building systems/infrastructure are old and in need of major repair or replacement. Heaters were replaced in 2008 with new HVAC units and roof repairs were made in 2009. Voters within the District boundaries have approved a local bond which will allow the District to access State bond funds to modernize schools. Hopkinson Elementary School is in the beginning stages of modernization. We began in June of 2011 and are scheduled for completion by September 2012. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

School Facility Good Repair Status (School Year 2011-12)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[]	[X]	[]	[]	
Interior: Interior Surfaces	[]	[X]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[]	[X]	[]	[]	
Electrical: 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]	[]	Play field lawn needs repair after modernization.
Overall Rating	[]	[X]	[]	[]	On-going modernization at this time.

V. Teachers

Teacher Credentials

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
With Full Credential	32	29	29	388
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

** "Vacant Teacher Positions" refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by	
	NCLB Compliant Teachers	Non-NCLB Compliant Teachers
This School	100	0
All Schools in District	100	0
High-Poverty Schools in District	0	0
Low-Poverty Schools in District	100	0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010-11)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (paraprofessional)	1	---
Psychologist	.2	---
Social Worker	0	---
Nurse	0	---
Speech/Language/Hearing Specialist	1	---
Resource Specialist (non-teaching)	.4	---
Other	.5	---

* 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.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011-12)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected:

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 and State supplemental funding.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Year of District adoption of textbooks/materials - 2002		0
Mathematics	Year of District adoption of textbooks/materials - 2001/2008		0
Science	Year of District adoption of textbooks/materials - 2002		0
History-Social Science	Year of District adoption of textbooks/materials - 2007		0
Foreign Language	Year of District adoption of textbooks/materials - 2001-2005		0
Health	Year of District adoption of textbooks/materials - 2004		0
Visual and Performing Arts	District Adoption Date of Textbooks/Materials: 2008		0

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/ Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	\$5,193	\$114	\$5,079	\$85,839
District	---	---	\$5,041	\$78,671
Percent Difference: School Site and District	---	---	3%	1%
State	---	---	\$5,455	\$66,511
Percent Difference: School Site and State	---	---	7%	19%

* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

** **Basic/Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2010-11)

This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

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.

Teacher and Administrative Salaries (Fiscal Year 2009-10)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,886	\$41,284
Mid-Range Teacher Salary	\$76,134	\$65,173
Highest Teacher Salary	\$97,122	\$83,460
Average Principal Salary (Elementary)	\$117,345	\$102,834
Average Principal Salary (Middle)	\$123,667	\$108,953
Average Principal Salary (High)	\$130,264	\$118,384
Superintendent Salary	\$198,850	\$179,397
Percent of Budget for Teacher Salaries	45%	40%
Percent of Budget for Administrative Salaries	5%	6%

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

IX. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- California Standards Tests (CSTs), which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- California Modified Assessment (CMA), an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- California Alternate Performance Assessment (CAPA), includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	88	86	87	79	82	82	49	52	54
Mathematics	91	92	94	71	73	74	46	48	50
Science	89	89	89	80	83	82	50	54	57
History-Social Science	N/A	N/A	N/A	75	80	80	41	44	48

* 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.

Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	82	74	82	80
All Student at the School	87	94	89	N/A
Male	82	95	92	N/A
Female	92	93	88	N/A
Black or African American	0	0	0	N/A
American Indian or Alaska Native	0	0	0	N/A
Asian	92	98	100	N/A
Filipino	100	91	0	N/A
Hispanic or Latino	87	91	0	N/A
Native Hawaiian/Pacific Islander	0	0	0	N/A
White	87	94	89	N/A
Two or More Races	92	92	0	N/A
Socioeconomically Disadvantaged	67	83	0	N/A
English Learners	0	0	0	N/A
Students with Disabilities	79	91	0	N/A
Students Receiving Migrant Education Services				N/A

* 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.

California Physical Fitness Test Results (School Year 2010-11)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	11.2	22.4	60.3

* 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.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	10	10	10
Similar Schools	7	8	8

Academic Performance Index Growth by Student Group - Three-Year Comparison

Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students at the School	24	1	13
Black or African American			
American Indian or Alaska Native			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	22	4	6
Two or More Races	N/D		
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	School		LEA		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	421	957	7,182	912	4,683,676	778
Black or African American	7		227	847	317,856	696
American Indian or Alaska Native	2		23	880	33,774	733
Asian	50	986	790	964	398,869	898
Filipino	11	981	195	926	123,245	859
Hispanic or Latino	43	941	1,435	876	2,406,749	729
Native Hawaiian/Pacific Islander	3		38	860	26,953	764
White	294	956	4,209	917	1,258,831	845
Two or More Races	10		263	933	76,766	836
Socioeconomically Disadvantaged	12	877	762	855	2,731,843	726
English Learners	15	945	333	861	1,521,844	707
Students with Disabilities	45	901	565	744	521,815	595

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) webpage at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2010-11)

AYP Criteria	School	District
Made AYP Overall	Yes	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	Yes	No
Met Percent Proficient: Mathematics	Yes	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	Yes

Federal Intervention Program (School Year 2011-12)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	---	0
Percent of Schools Currently in Program Improvement	---	0

XI. Instructional Planning and Scheduling

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

All professional development is designed to improve student achievement. School sites analyze their students' assessment data, determine needs, and select staff development to address these needs. Staff members also receive training on newly adopted materials, technology, and State frameworks. Staff development focuses on the following District Priorities:

1. Increase Academic Excellence for all students.
 - 1.1 Further implement the tenets of professional learning communities.
 - a. Create, implement, and monitor district benchmarks.
 - b. Based on the analysis of benchmark results, implement best practices and programs.
 - c. Based on the analysis of benchmark results, implement intervention and enrichment programs.
 - 1.2 Increase the percentage of students prepared for post-secondary success as measured by the percentage of students who:
 - a. successfully complete Algebra in 8th grade.
 - b. complete an Advanced Placement course in high school.
 - c. complete the CSU/UC a-g entrance requirements.
2. Ensure safe, drug free and healthy environment.
 - 2.1 Expand the voluntary drug testing and alternatives to suspension.
 - 2.2 Develop a comprehensive bullying prevention program.
 - 2.3 Develop and implement an Internet safety program.

District-wide staff development includes the following:

1. Working with all staff on making progress as a Professional Learning Community.
2. Supporting teacher collaboration for the purpose of analyzing test results, revising curriculum, planning lessons, responding to instruction, and revising common benchmark assessments.
3. Training teachers on the use of Data Director as a tool for analyzing common assessments in order to provide appropriate interactions.
4. Training teachers to be coaches for other teachers when implementing a new program.
5. Training teachers on Cognitively Guided Instruction to better prepare students for algebraic thinking and problem solving.
6. Training teachers on writing strategies and programs, such as Writer's Workshop.
7. Training teachers on comprehension strategies and programs, such as Reader's Workshop and Guided Reading.
8. Training teachers on differentiation of instruction with an emphasis on strategies for GATE and English learners.
9. Providing professional development and support for teachers and parents in dealing with students with special needs.
10. Providing regularly scheduled job-alike articulation meetings.
11. Training staff on selecting appropriate education placements and on using correct procedures in developing Individualized Education Programs (IEPs).
12. Creating standards-based, on-line report cards K-5.

In addition to district-wide staff development, each site sets staff development goals to be met at grade/department-level meetings, staff meetings, and professional groups.

As part of the professional evaluation process, each staff member sets professional growth goals in the fall. Goals are met through attendance at college courses, workshops and conferences, professional reading, visitations to other schools, and collaborative work with other educators. Staff members demonstrate a sincere desire and commitment to ongoing improvement.

In addition, LAUSD is part of the Orange County Beginning Teacher & Support Assessment (BTSA) consortium, which offers training to highly qualified, trained teachers, who provide guidance for new teachers.