

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	J. H. McGaugh Elementary School	District Name	Los Alamitos Unified School District
Street	1698 Bolsa Ave.	Phone Number	562-799-4700 ext. 80401
City, State, Zip	Seal Beach, CA 90740	Web Site	www.losal.org/mcgaugh
Phone Number	562-799-4560	Superintendent	Dr. Sherry Kropp
Principal	Mr. Bill MacDonald	E-mail Address	webmaster@losal.org
E-mail Address	wmacdonald@losal.org	CDS Code	30739246030514

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

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

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

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

Intervention – Recognizing that if students aren't learning in class, it is our responsibility to teach them using alternate methods and additional instructional time. This includes using regular assessments to identify students who are not meeting grade level standards and then providing intervention opportunities for these students during the instructional day via a Response-to-Instruction (RTI) model. Additionally, there are several after-school, Tier II, interventions for students who are not successful during the instructional day.

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

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

Mathematics – Providing a balanced program of skill acquisition through concrete experiences and problem solving strategies with an emphasis on real-life applications. Cognitively Guided Instruction allows students to demonstrate and share their mathematical thinking, allowing the teacher to provide individualized and focused math instruction. Fosnot Mathematical Thinking Units are integrated within the math curriculum to provide a context for mathematical learning and broaden students' repertoire of problem solving strategies. The web-based MIND Spatial-Temporal curriculum uses adaptive and interactive mathematical modeling to increase students' conceptual understanding at all grade levels.

Science – Ensuring that all students demonstrate mastery of the state science content standards by providing hands-on, inquiry-based learning experiences that incorporate science process skills and the scientific method. Science journals are used by students to document and extend classroom learning. Technology is used to give students access to scientific experiences, models, and current academic research pertinent to their learning.

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

Technology – Increasing access to and use of technology in order to enhance literacy and content knowledge and prepare students for life and careers in the 21st century. McGaugh's infrastructure has been upgraded to provide wireless access for students throughout the school. New technology, including wireless Netbooks, projectors, and document cameras, and iPads will enhance and support the instructional program. The new computer lab is now equipped with thirty-six (36) new computers and a Smartboard. Additionally, there is a smaller computer lab with twenty-four (24) computers and a Smartboard that will be used for small group instruction and research. McGaugh is also using several researched based software programs such as Accelerated Reader, MIND ST Math, and MIND Fluency to support and extend student learning.

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.

A strength at McGaugh School is the exceptional degree of community and parent involvement, including the PTA, Project SEEK, School Site Council, classroom volunteers, Seal Beach Naval Weapons Station Partnership, the support of the Seal Beach Police, and Business and Community Service Organizations. PTA meetings are held monthly on the first Thursday of each month throughout the school year. The School Site Council spotlights specific areas of the curriculum, reviews assessment results, and makes recommendations for McGaugh's School Improvement Plan. The SSC meets quarterly. All parents are encouraged to attend all of these meetings. Information regarding these meetings is available on the web and through our PTA link. For more information about opportunities for parent involvement at McGaugh please contact the school office or your child's teacher. The Los Alamitos USD Educational Foundation is a community-based, non-profit organization which was formed in 1985. It consists of concerned community members working together to raise money to maintain and improve the quality of the schools of the Los Alamitos Unified School District. The Foundation has a commitment of fundraising for technology and other specialized projects. Contact information: Los Alamitos Educational Foundation, P.O. Box 1210, Los Alamitos, CA 90720 or on the web at <http://www.loaledfoundation.org/>

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

Grade Level	Number of Students
Kindergarten	147
Grade 1	131
Grade 2	112
Grade 3	112
Grade 4	121
Grade 5	122
Total Enrollment	745

Student Enrollment by Group (School Year 2010-11)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	3	White	66.4
American Indian or Alaska Native	0.1	Two or More Races	6.6
Asian	6.6	Socioeconomically Disadvantaged	6.3
Filipino	1.3	English Learners	2.7
Hispanic or Latino	15	Students with Disabilities	15
Native Hawaiian/Pacific Islander	0.9		

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	19.2	5	0	0	23	0	5	0	19.7	3	4	0
1	18.2	5	0	0	24	0	3	0	19.9	2	5	0
2	20	5	0	0	22	1	3	0	21	1	4	0
3	17.5	6	0	0	23	0	4	0	23.6	0	5	0
4	34.3	0	1	3	28	0	4	0	23.8	2	2	1
5	31	0	2	1	32	0	2	1	31.5	0	3	1
Other	10.1	7	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	0.55	0.97	1.07	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.

McGaugh was built in 1954. The overall condition of the school is exemplary. Modernization at McGaugh began in June of 2008 and is complete. The campus building systems and infrastructure have been upgraded or replaced. At the start of the project, the funding was not sufficient to modernize the entire campus, however voters in the District have approved a local bond allowed the District to access State bond funds to modernize schools. This additional funding allowed the District to modernize some additional buildings at McGaugh, but not all the buildings on campus. 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]	[]	[]	[]	

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
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]	[]	[]	[]	
Overall Rating	[X]	[]	[]	[]	Recently modernized entire school campus.

V. Teachers

Teacher Credentials

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
With Full Credential	38	38	38	388
Without Full Credential	2	1	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)	.49	---
Library Media Services Staff (paraprofessional)	0	---
Psychologist	1	---
Social Worker	0	---
Nurse	0	---
Speech/Language/Hearing Specialist	2	---
Resource Specialist (non-teaching)	1	---
Other	.48	---

* 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	District Adoption Date of Textbooks/Materials 1 Textbook Per Student Enrolled: 2002		0
Mathematics	District Adoption Date of Textbooks/Materials 1 Textbook Per Student Enrolled: 2001/2008		0
Science	District Adoption Date of Textbooks/Materials 1 Textbook Per Student Enrolled: 2002		0
History-Social Science	District Adoption Date of Textbooks/Materials 1 Textbook Per Student Enrolled: 2007		0
Foreign Language	District Adoption Date of Textbooks/Materials 1 Textbook Per Student Enrolled: 2001-2005		0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Health	District Adoption Date of Textbooks/Materials 1 Textbook Per Student Enrolled: 2004		0
Visual and Performing Arts	District Adoption Date of Textbooks/Materials 1 Textbook Per Student Enrolled: 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	\$5,725	\$1,346	\$4,379	\$78,899
District	---	---	\$5,041	\$78,671
Percent Difference: School Site and District	---	---	-1%	-1%
State	---	---	\$5,455	\$66,511
Percent Difference: School Site and State	---	---	2%	17%

* **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.

Los Alamitos Unified School District Mission Statement

The mission of the Los Alamitos Unified School District is to educate all students so that they acquire the academic and life skills, and the knowledge, values, and experience necessary to succeed in their school, personal, and professional lives, to continue as lifelong learners, and to contribute to society as respectful and responsible citizens.

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	76	79	82	79	82	82	49	52	54
Mathematics	76	81	85	71	73	74	46	48	50
Science	69	84	91	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	82	85	91	N/A
Male	80	81	96	N/A
Female	85	89	85	N/A
Black or African American	75	81	0	N/A
American Indian or Alaska Native				N/A
Asian	92	92	0	N/A
Filipino	0	0	0	N/A
Hispanic or Latino	69	71	79	N/A
Native Hawaiian/Pacific Islander	0	0	0	N/A
White	84	88	94	N/A
Two or More Races	88	85	0	N/A
Socioeconomically Disadvantaged	71	57	0	N/A
English Learners	0	0	0	N/A
Students with Disabilities	51	49	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	18	17.2	54.9

* 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	9	9	9
Similar Schools	7	4	5

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	-5	21	14
Black or African American			
American Indian or Alaska Native			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	3	11	14
Two or More Races	N/D		
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities	54	-28	

* "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	447	919	7,182	912	4,683,676	778
Black or African American	14	859	227	847	317,856	696
American Indian or Alaska Native	0		23	880	33,774	733
Asian	25	971	790	964	398,869	898
Filipino	7		195	926	123,245	859
Hispanic or Latino	66	847	1,435	876	2,406,749	729
Native Hawaiian/Pacific Islander	5		38	860	26,953	764
White	297	934	4,209	917	1,258,831	845
Two or More Races	33	923	263	933	76,766	836
Socioeconomically Disadvantaged	27	830	762	855	2,731,843	726
English Learners	13	920	333	861	1,521,844	707
Students with Disabilities	69	721	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.