

# **J. H. McGaugh Elementary School**

## **School Accountability Report Card**

### **Reported Using Data from the 2018-19 School Year**

#### **Published During 2019-20**

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

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

#### **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.

## **About This School**

### **School Contact Information (School Year 2019-20)**

<b>Entity</b>	<b>Contact Information</b>
<b>School Name</b>	J. H. McGaugh Elementary School
<b>Street</b>	1698 Bolsa Ave.
<b>City, State, Zip</b>	Seal Beach, CA 90740
<b>Phone Number</b>	562-799-4560
<b>Principal</b>	Roni Lee Ellis
<b>Email Address</b>	rellis@losal.org
<b>Website</b>	<a href="http://www.losal.org/McGaugh">www.losal.org/McGaugh</a>
<b>County-District-School (CDS) Code</b>	30739246030514

Entity	Contact Information
<b>District Name</b>	Los Alamitos Unified School District
<b>Phone Number</b>	562-799-4700 ext. 80401
<b>Superintendent</b>	Dr. Andrew Pulver
<b>Email Address</b>	webmaster@losal.org
<b>Website</b>	www.losal.org/mcgaugh

## School Description and Mission Statement (School Year 2019-20)

J.H. McGaugh School's 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 are not 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 instruction day via a Response-to-Instruction (RTI) model.

**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** – McGaugh provides 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 and the Depth and Complexity Icons 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 (CGI) allows students to demonstrate and share their mathematical thinking, allowing the teacher to provide individualized and focused math instruction. The web-based MIND Spatial-Temporal (Jiji) curriculum uses adaptive and interactive mathematical modeling to increase students' conceptual and spatial 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. Additionally, all students in grades TK-5 have access to the innovation lab where hands-on next-generation science experiments are offered.

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-five years.

TECHNOLOGY – Increasing access and use of technology to enhance literacy and content knowledge while preparing students for life and careers in the 21st century. McGaugh's infrastructure has been upgraded to provide wireless access for students throughout the school. Each classroom is equipped with newly-installed short-throw projectors and accompanying document cameras. Teachers have access to six Chromebook carts, two iPad carts, and we have a 1:1 BYOD program in grade three through five. In addition, the campus has a 42-station desktop computer lab that is accessed by students in grades K-5 on a regular basis depending on grade level. McGaugh is also using several researched based software programs such as Reading Plus Intervention, MIND ST Math, and MIND Fluency to support and extend student learning.

#### Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	153
Grade 1	138
Grade 2	125
Grade 3	126
Grade 4	128
Grade 5	149
Total Enrollment	819

#### Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	2.6
American Indian or Alaska Native	0.2
Asian	6.1
Filipino	2
Hispanic or Latino	23.2
Native Hawaiian or Pacific Islander	0.9
White	57.6
Two or More Races	7.1
Socioeconomically Disadvantaged	18.3
English Learners	1.8
Students with Disabilities	15.5
Foster Youth	0.2
Homeless	0.5

## 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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential		42	42	
Without Full Credential		0	0	
Teaching Outside Subject Area of Competence (with full credential)		0	0	

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners		0	0
Total Teacher Misassignments*		0	0
Vacant Teacher Positions		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.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: 11/2019

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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	District Adoption Date of Textbooks/Materials 1 Textbook Per Student Enrolled: 2002	Yes	0
Mathematics	District Adoption Date of Textbooks/Materials 1 Textbook Per Student Enrolled: 2015/16	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science	District Adoption Date of Textbooks/Materials 1 Textbook Per Student Enrolled: 2002	Yes	0
History-Social Science	District Adoption Date of Textbooks/Materials 1 Textbook Per Student Enrolled: 2007/2018	Yes	0
Foreign Language	District Adoption Date of Textbooks/Materials 1 Textbook Per Student Enrolled: 2001-2005	Yes	0
Health	District Adoption Date of Textbooks/Materials 1 Textbook Per Student Enrolled: 2004	Yes	0
Visual and Performing Arts	District Adoption Date of Textbooks/Materials 1 Textbook Per Student Enrolled: 2008	Yes	0
Science Laboratory Equipment (grades 9-12)	District Adoption Date of Textbooks/Materials 1 Textbook Per Student Enrolled: 2005	Yes	0

### School Facility Conditions and Planned Improvements (Most Recent Year)

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 inspections and the District maintenance crew places safety as the number one priority. J.H. McGaugh was built in 1954. Overall the school is in good condition. It is clean and well maintained. Voters within the District boundaries approved a local bond in 2008. Due to the passage of the Measure K Bond in 2008, all school sites within the District were modernized. The modernization work included the installation of new roofs, electrical, HVAC, plumbing, fire alarm and data systems. The doors, windows and flooring were replaced along with all new restroom fixtures. The modernization of J.H. McGaugh Elementary School was completed in MONTH & YEAR. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

### School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

**Year and month of the most recent FIT report:** 10/30/2014

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

## 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

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	76	75	82	84	50	50
Mathematics (grades 3-8 and 11)	76	75	74	74	38	39

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.

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

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	401	391	97.51	2.49	74.94
Male	220	216	98.18	1.82	72.22
Female	181	175	96.69	3.31	78.29
Black or African American	11	11	100.00	0.00	72.73
American Indian or Alaska Native	--	--	--	--	--
Asian	19	19	100.00	0.00	84.21
Filipino	--	--	--	--	--
Hispanic or Latino	89	88	98.88	1.12	71.59
Native Hawaiian or Pacific Islander					
White	250	245	98.00	2.00	77.96

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	27	23	85.19	14.81	47.83
Socioeconomically Disadvantaged	64	60	93.75	6.25	66.67
English Learners	16	15	93.75	6.25	60.00
Students with Disabilities	65	59	90.77	9.23	25.42
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	402	391	97.26	2.74	74.68
Male	221	216	97.74	2.26	77.78
Female	181	175	96.69	3.31	70.86
Black or African American	11	11	100.00	0.00	81.82
American Indian or Alaska Native	--	--	--	--	--
Asian	19	19	100.00	0.00	84.21
Filipino	--	--	--	--	--
Hispanic or Latino	89	88	98.88	1.12	65.91
Native Hawaiian or Pacific Islander					
White	251	245	97.61	2.39	76.73
Two or More Races	27	23	85.19	14.81	73.91
Socioeconomically Disadvantaged	64	60	93.75	6.25	68.33
English Learners	16	15	93.75	6.25	60.00
Students with Disabilities	65	59	90.77	9.23	35.59
Students Receiving Migrant Education Services					



Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless	--	--	--	--	--

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.

## CAASPP Test Results in Science for All Students

### Grades Five, Eight, and Ten

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

## 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 areas of physical education.

## 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 school site.

### Opportunities for Parental Involvement (School Year 2019-20)

A strength at McGaugh School is the exceptional degree of community and parent involvement, including the PTA, Project SEEK, School Site Council, classroom volunteers, our partnership with the Seal Beach Naval Weapons Station, 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. During the 2017-18 school year, PTA has scheduled meetings in the evening to provide an opportunity for parents that can not attend meetings during the school day. PTA supports a wide variety of campus activities including the all-school Ice Cream Social in September; Parent Math Nights through the year; Read Across America in the spring and and generously supports the school's instructional program each year.

Project SEEK is McGaugh's dedicated Educational Foundation which raises funding to support the school's dynamic Art, Media Center, and Technology programs. McGaugh students develop a love for the Arts and for technology through their participation in these programs which culminate each year in the production of the Pageant of the Arts and their Innovation Lab projects.

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. Parents are encouraged to attend all of these meetings and to provide input during the "public comments" portion of each meeting. Information regarding these meetings is available on the web and through our McGaugh Connect, our weekly school eNewsletter. 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.losaledfoundation.org/>.

### 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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
<b>Suspensions</b>	0.4	0.1	0.5	1.7	2.3	2.1	3.6	3.5	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2019-20)

Each site has a Comprehensive Safe School Plan (CSSP), 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. The CSSP is reviewed and updated on an annual basis by the School Site Council and subsequently Board Approved. The CSSP is also on file at the Orange County Department of Education. The goal is to ensure a healthy, safe and drug-free environment on all Los Alamitos Unified School District campuses.

## 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.

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

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	21	3	6		19	4	6		20	3	6	
1	24		4		24		4		23		5	
2	20	1	5		23		5		24		5	
3	21	1	6		19	2	5		20	1	5	
4	26	1	3		29		4		35		2	1
5	24	3	5		26	1	4		30	1	3	2
Other**	13	1			9	1						

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

\*\* "Other" category is for multi-grade level classes.

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

\*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.

### Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Speech/Language/Hearing Specialist	2.0
Resource Specialist (non-teaching)	1.5
Other	1.8

\*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.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	6014	1543	4471	83546
District	N/A	N/A	5773	\$101,506.00
Percent Difference - School Site and District	N/A	N/A	-22.6	0.0
State	N/A	N/A	\$7,506.64	\$78,059.00
Percent Difference - School Site and State	N/A	N/A	-4.7	23.3

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

### Types of Services Funded (Fiscal Year 2018-19)

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

### Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$51,665	\$49,084
Mid-Range Teacher Salary	\$96,799	\$76,091
Highest Teacher Salary	\$123,482	\$95,728
Average Principal Salary (Elementary)	\$137,934	\$118,990
Average Principal Salary (Middle)	\$159,830	\$125,674
Average Principal Salary (High)	\$159,746	\$137,589
Superintendent Salary	\$286,925	\$230,096
Percent of Budget for Teacher Salaries	38%	35%
Percent of Budget for Administrative Salaries	4%	6%

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

## **Professional Development (Most Recent Three Years)**

The primary areas of focus for staff development are the District's Signature Practices: Cognitively Guided Instruction (CGI), Readers & Writers Workshop, Reading Foundations for the Common Core (RFCC), Thinking Maps and Depth and Complexity. Student data is collected via District benchmarks and various formal assessments, such as CAASPP and Fountas & Pinnel Leveled Reading Assessments, to determine instructional needs for teachers. The District provides annual training to ensure accurate calibration in the administration of reading and mathematics assessments in order to assess site vs. district-wide areas of concerns.

Professional development is delivered by way of release time for teachers in the all of the Signature Practices. Teachers new to the Los Alamitos Unified School District are placed on a five-year professional development plan. Teachers are placed into cohorts according to the number of years with the District and attend professional development sessions. Teachers are also released to attend pre-approved workshops and conferences with the expectation of disseminating their findings by way of instructional networking. The District also provides content specific training when needed by departments or grade level teams.

Teachers are supported through on-going, in-class coaching by District TOSAs. Site administrators provide regular, ongoing feedback by conducting classroom observations, setting individual goals for teachers, and by providing time for teachers to collaborate and review data within grade level teams, subject teams and departments. Teachers are provided opportunities to participate in instructional networking where teachers observe other teachers and debrief on the instructional strategies employed within the lesson. The practice of instructional networking is cross-curricular and non-evaluative.