U.S. Department of Education
2016 National Blue Ribbon Schools Program

[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [ ] Title I   [ ] Charter   [ ] Magnet   [ ] Choice

Name of Principal Mrs. Evelyn Garcia
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Francis Hopkinson Elementary School
(As it should appear in the official records)

School Mailing Address 12582 Kensington Road
(If address is P.O. Box, also include street address.)

City Los Alamitos   State CA   Zip Code+4 (9 digits total) 90720-4749

County   Orange County

Telephone (562) 799-4500   Fax (562) 799-4510

Web site/URL   http://www.losal.org/Domain/766   E-mail egarcia@losal.org

Twitter Handle
https://twitter.com/HopkinsonHusky

Facebook Page
https://www.facebook.com/hopkinsonhuskies/?ref=hl

Google+

YouTube/URL   Blog

Other Social Media Link
https://www.instagram.com/hopkinsonhuskies/

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

                                                      Date
(Principal's Signature)

Name of Superintendent*Dr. Sherry Kropp   E-mail skropp@losal.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Los Alamitos Unified School District   Tel.   (562) 799-4700
I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

                                                      Date
(Superintendent's Signature)

Name of School Board
President/Chairperson Ms. Karen Russell
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

                                                      Date
(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

*Non-public Schools: If the information requested is not applicable, write N/A in the space.

Part I – Eligibility Certification

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)

2. The public school has met their state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) using the most recent accountability results available for the year prior to nomination.

3. To meet final eligibility, a public school must meet the state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) for the year in which they are nominated (2015-2016) and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.

5. The school has been in existence for five full years, that is, from at least September 2010 and each tested grade must have been part of the school for the past three years.

6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2011, 2012, 2013, 2014, or 2015.

7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.

8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2015-2016) unless otherwise stated.

DISTRICT

1. Number of schools in the district (per district designation):

   <u>6</u> Elementary schools (includes K-8)
   <u>2</u> Middle/Junior high schools
   <u>1</u> High schools
   <u>0</u> K-12 schools

   <u>9</u> TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:

   [ ] Urban or large central city
   [ ] Suburban with characteristics typical of an urban area
   [X] Suburban
   [ ] Small city or town in a rural area
   [ ] Rural

3. Number of students as of October 1, 2015 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	15	9	15
K	55	51	106
1	62	50	112
2	57	48	105
3	72	63	135
4	56	57	113
5	43	69	112
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	360	347	707

4. Racial/ethnic composition of   <u>1</u> % American Indian or Alaska Native

the school: <u>15</u> % Asian

<u>0</u> % Black or African American

<u>22</u> % Hispanic or Latino

<u>0</u> % Native Hawaiian or Other Pacific Islander

<u>58</u> % White

<u>4</u> % Two or more races

100 % Total

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2014 – 2015 school year: <u>3</u>%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred *to* the school after October 1, 2014 until the end of the 2014-2015 school year	13
(2) Number of students who transferred *from* the school after October 1, 2014 until the end of the 2014-2015 school year	6
(3) Total of all transferred students [sum of rows (1) and (2)]	19
(4) Total number of students in the school as of October 1, 2014	707
(5) Total transferred students in row (3) divided by total students in row (4)	0.027
(6) Amount in row (5) multiplied by 100	3

6. English Language Learners (ELL) in the school: <u>0</u> %

<u>18</u> Total number ELL

Specify each non-English language represented in the school (separate languages by commas):
<u>Spanish, Korean, Mandarin, Russian, Greek, Arabic, Vietnamese</u>

7. Students eligible for free/reduced-priced meals: <u>1</u> %

Total number students who qualify: <u>51</u>

8. Students receiving special education services: <u>0</u> %

<u>77</u> Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

<u>5</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>5</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>2</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>64</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

9. Number of years the principal has been in her/his position at this school: <u>1</u>

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers	27
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	1
Paraprofessionals	0
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1   <u>26:1</u>

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011
Daily student attendance	97%	98%	97%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**
    Show percentages to indicate the post-secondary status of students who graduated in Spring 2015.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.
    Yes <u>X</u>   No

    If yes, select the year in which your school received the award. <u>2001</u>

15. In a couple of sentences, provide the school's mission or vision statement.

To provide all students with a rigorous academic program, and that they are able to apply all learnings in a critical and creative way.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

Francis Hopkinson Elementary School is nestled in a quiet residential area of Rossmoor, where a traditional family community exists. A three-time California Distinguished School, Hopkinson soared to even greater heights after 2001, when it received the National Blue Ribbon School of Excellence, and validated the vision of excellence the Husky community committed itself so deeply towards. Recognition for the culture that allows for so many students and teachers to excel is a crucial part of any school's journey. And, as it did in 2001, a 2016 Blue Ribbon would further distinguish Hopkinson's schoolwide focus as exemplary and fuel the teaching and learning efforts of the school with reinvigorated energy.

The Hopkinson staff believes that all children can succeed and they value the social, emotional, and academic development of each and every child. One of nine schools in the Los Alamitos Unified School District, with a long-standing reputation of providing rigorous and exemplary education for all learners, Hopkinson is proud to be ranked in the top ten elementary schools in Orange County with an excellent standing in standardized testing.

Hopkinson opened its doors in 1961 and now opens its heart to 707 students each day. Students come to Hopkinson from the cities of Los Alamitos, Seal Beach, and the community of Rossmoor, as well as students who are on an inter-district permit from neighboring cities in the counties of Orange and Los Angeles. Hopkinson's broad attendance boundary brings tremendous diversity to the student population, as 38% of students come from ethnicities other than white, representing various different home languages. Hopkinson's student academic range is also diverse with students on IEPs, 504 plans, and identified GATE learners. A full-time Speech-Language Therapist services Hopkinson, as well as a half-time Educational Specialist, and a School Psychologist who is on campus two days a week.

Parents are dynamic partners at Hopkinson through participation in School Site Council, PTA, District parent advisory committees, and through Hopkinson's non-profit foundation, Friends of Hopkinson. Hopkinson parent volunteers contributes over 10,000 volunteer hours annually and raise approximately $150,000 a year to support the school vision. Hopkinson celebrates its recognition for 100% PTA membership in 2015, as recognized by the 4th District PTA.

Using data from district benchmarks, standardized testing, Fountas & Pinnell reading assessments, and local assessments, the Hopkinson staff works together to analyze assessment results, plan units of study, develop targeted intervention programs, and commit themselves to academic excellence through attending ongoing professional development in identified signature practices: Writer's Workshop, Cognitively Guided Instruction, Guided Reading, Icon's of Depth & Complexity, and Thinking Maps. Hopkinson's on-site Intensive Reading Lab provides targeted, tiered reading intervention to students.

At Hopkinson we encourage opportunities for students to take part in school leadership. Students in grade 5 are eligible to serve on the Husky Leadership Council. These students plan special events and activities, and learn about teamwork and how to participate in a democracy in the process. They plan community and school services as well as support all school efforts. In addition, the Conflict Manager Program is a vital part of Hopkinson. Husky Conflict Managers are school leaders and truly help make Hopkinson a better place. The program is run by Conflict Manager Advisors. Conflict Managers are trained to handle conflicts that may arise during the school day. The Conflict Managers are responsible for reporting to duty on time and to approach students that are having disagreements. They help the students come up with ways to solve their conflicts. Students are recommended by their teachers and peers to be a Conflict Manager. These students must be responsible role models that follow school rules and complete all assignments. It is a must that these students are able to take initiative and solve conflicts that may arise. Being a Conflict Manager is a voluntary activity. Select students in grade 4 and 5 are eligible to participate in the wonderful program.

Hopkinson staff members constantly seek innovative ways to improve the delivery of instruction and reach beyond the basic acquisition of skills to make all students College and Career Ready (CCR). The third through fifth grade teams at Hopkinson are part of a 1:1 iPad program that integrates instructional

technology with the delivery of our district signature practices. A priority goal at Hopkinson is the proliferation of focus critical thinking, collaboration, communication, and creativity in every classroom.

Over the past 13 years, Hopkinson's data shows continual growth in student performance, never dropping since the inception of the API. Hopkinson's 2014-15 CAASP school-wide data shows that 80% of the students are proficient or advanced in English Language Arts, and 90% of the students are proficient or advanced in mathematics. This places Hopkinson as a top performer, not only in Orange County, but throughout the State Of California.

Francis Hopkinson Elementary is an exemplary school offering high-quality learning experiences in an atmosphere of cooperation and commitment to excellence. Our parents and staff members have formed a positive and strong alliance for the benefit of all children; and we couldn't be more proud to come to school every day to learn, connect, and ignite unlimited possibilities for all of our students.

Being a National Blue Ribbon School validates these efforts.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Hopkinson Elementary has a carefully developed, well-rounded program of instruction, extending from kindergarten through fifth grade. It is designed to challenge each child to develop his or her full potential. While our instructional programs focus on high academic standards, each child has opportunities to develop qualities of leadership, initiative, responsibility, creative expression, self-discipline, and positive self-esteem. The infusion of collaboration, communication, creativity, and critical thinking skills in all curricular areas arm our students for success in a rapidly changing global society.

READING/ LANGUAGE ARTS – Hopkinson delivers 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. Depth and complexity prompts are extensively used to drive instruction and promote deeper thinking.

MATHEMATICS – Hopkinson delivers a balanced program of skill acquisition through concrete experiences and problem solving strategies with an emphasis on real-life applications. Hopkinson's core math program is the Houghton Mifflin Series. In addition, Cognitively Guided Instruction (CGI) problem solving is incorporated throughout our math instruction. CGI is an educational philosophy that capitalizes on over 20 years of research showing that students come to school with rich informal systems of mathematical knowledge and problem-solving strategies that serve as a basis for learning mathematics. CGI differs from rote instruction in that it puts the focus on students' mathematical thinking. Teachers learning to use CGI strategies experience intensive professional learning about how to engage students in mathematical dialogue. As a result of CGI, students are empowered to explain their reasoning, justify their solution strategies, and thus build a deeper collective mathematical understanding.

SCIENCE – Hopkinson ensures 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. STEAM projects are also used to reinforce the engineering design process and provide a real life connection.

SOCIAL SCIENCE – At Hopkinson, teachers focus on the understanding of the reasoning behind historical events. Students are encouraged to think of the impact of events and the motive behind the events. In all social studies units, teachers focus on the big picture and the specific details that lead to the big events. Using a combination of text books, informative new papers, and primary sources all grade levels develop a curriculum plan to take kids deeper through social science and history.

2. Other Curriculum Areas:

MUSIC AND ART – Beginning in first grade, students receive music instruction by a credentialed music teacher. Performances during the school year demonstrate achievement in vocal music and dramatic play. Students are provided opportunities to study many types of music and to play several instruments. After-school classes are offered to students to take lessons on a wind or string instrument with a qualified teacher for a small fee. All students in Kindergarten through fifth grades receive quality art instruction through Meet the Masters. Students learn a variety of art techniques and have many opportunities for creativity and self-expression in the art lab as well as in the classroom. In this program they learn the visual art standards, art vocabulary and techniques, as well as about numerous famous artists each year. The PTA also provides additional opportunities for art appreciation through the Reflections Contest.

PHYSICAL EDUCATION – Students participate in more than 200 minutes of physical education every two-week period. Sessions include a warm-up, an activity, and a cool-down. Instruction is provided by classroom teachers. Students are expected to wear appropriate clothing and shoes, which will enable them to participate fully in physical education activities. Students that need to be excused from P.E. must bring a written note from their parents. If a students needs to be excused beyond two days, they must have a doctor's note.

MEDIA CENTER – The media center is truly a cornerstone at Hopkinson Elementary and houses the school library and instructional materials where all students can thrive and actively engage in their learning. As an extension of the classroom, students learn to gather and use information to develop research skills. The Media Center is staffed with a part time teacher and an instructional assistant who help children find information. Valuable parent volunteers assist with clerical tasks. Student use of the Internet is strictly limited to programs approved by the teacher and additional programs are prevented from access through special firewalls.

M.I.N.D.— All students participate in a math program developed through the M.I.N.D. REASEARCH Institute (Music, Intelligence, Neural Development). This innovative self-paced visual approach utilizes a learner's spatial temporal reasoning abilities to explain, understand, and solve multi-step math problems aligned to state standards. The language barrier to learning math is eliminated, while the program has proven to be uniquely engaging and effective with students at every level of math and language proficiency. MIND's use of Jiji the penguin through a game metaphor engages students who have struggled with conventional approaches in math and learning. The innovative games train students in multi-step problem solving. MIND is an individualized instructional math program used for instruction.

MIND-ST MATH FLUENCY – ST Math Fluency was also developed by the MIND Research Institute, and focuses on helping students build math fluency (defined by the National Math Panel as accurate, quick, and effortless retrieval of basic math facts). The use of animated virtual manipulatives enables an intuitive process of learning that makes basic math fact recall effortless. This automaticity frees students' working memory for problem solving. Key to the success of all MIND Research programs is the depth of research that informs its instructional design. Research points to the need to free up working memory in order to allow students to avoid getting slowed down by basic calculations when learning and applying mathematics at a later stage. MIND's unique visual approach ensures that students memorize their basic addition, subtraction, multiplication and division facts while gaining a solid conceptual understanding of the operations.

TECHNOLOGY - Hopkinson Elementary is in its third year of a 1:1 iPad program for students in third through fifth grade. Students in grades three through five practice a Bring Your Own Device (BYOD) model of technology integration that supports their learning throughout the school day. Teachers in our primary grades have a 2:1 ratio of iPads in classrooms that allows for them to integrate technology into their instruction with ease and facility. We believe that transformational learning experiences created through technology best support core curriculum and we strive to prove and re-prove this daily. Specifically, teachers use technology to increase student engagement, enhance district signature practices, and expand learning possibilities beyond traditional classroom learning.

3. Instructional Methods and Interventions:

Hopkinson staff uses an array of instructional methods to teach all students. Understanding that our school has a diverse group of learners we strive to provide multiple opportunities for all students to be successful. There are programs on site for students of all ability levels. All Hopkinson teachers are trained in providing differentiated instruction for students of all abilities. This instruction takes place in the form of small group instruction and differentiated assignments geared to the students' needs. Students requiring further assistance can be referred to a variety of intervention programs available at Hopkinson. At-risk kindergarten students may be referred to after-school tutoring provided by our kindergarten staff, which typically begins in November. Students in grades first through fifth may be referred to intervention during and after school for reading, writing, and math. We have an intensive reading lab that services the most intense students and

targets specific areas of need. These areas are aggressively addressed and students are successful in the process.

Gifted and high achieving students are provided with opportunities to develop skills in inquiry and creative expression as well as to develop basic skills at a rate and extent appropriate to their abilities. We use Kaplan's Depth and Complexity prompts to support our students and drive deeper thinking. Students synthesis information and increase their depth of knowledge.

Although our teachers differentiate instruction within their classrooms, as a site we also offer Response to Intervention (RTI) program for both ELA and math. Students are offered a pretest to determine placement and are grouped to better meet specific needs. RTI directly contributes to improving student achievement and narrowing the achievement gap by utilizing research-based practices to systematically support students through appropriate interventions and enrichment.

We have intervention teachers on staff that push into our classrooms to minimize student-teacher ratios and allow for small group instruction. Students are met where they are and goals are set to ensure that all learners are pushed to their highest potential.

We are a data driven school and strive to maintain the highest academic standards. All students are challenged and encouraged to be their personal best. We use workshop methods to allow for targeted small group instruction and have seen gains in students. Academically, our programs provide all students with the ability to meet and exceed state and national standards.

4. Assessment for Instruction and Learning and Sharing Assessment Results:

Using data from district benchmarks, standardized testing, Fountas & Pinnell reading assessments, and local assessments, the Hopkinson staff works together to analyze assessment that offers insight on student progress and achievement. This information is used to plan units of study, develop targeted intervention programs, and set individual student goals. Teachers, grade level teams, and school site administration work towards establishing plans that drive instruction. All students are supported to achieve at their highest academic potential by being offered tools to enhance their learning.

Hopkinson teachers commit themselves to academic excellence through attending ongoing professional development in identified signature practices: Writer's Workshop, Cognitively Guided Instruction, Guided Reading, Icon's of Depth & Complexity, and Thinking Maps. At these trainings, assessment data is analyzed and district experts work along side the school staff to formulate strategies that work with all types of students. Evidence of student achievement is visible in every Hopkinson classroom. The outcomes of instruction using data analysis results in higher-level student thinking in all subject areas. One staff meeting per month is focused on professional development and two meetings per month are focused on data analysis and teacher planning by grade level.

With the implementation of our 1:1 iPad program in upper grades and 2:1 in primary at Hopkinson school-wide, online test taking proficiency has dramatically increased. This tool has also allowed for our student to have access to a deeper conceptual understanding of all curricular disciplines. In 2014, 90% of students were proficient or advanced on district benchmarks. Becoming comfortable with the use of technology offers Hopkinson students an advantage with online assessments.

Additionally, the steady and consistent growth of overall school achievement, as measured by the CAASPP, is directly linked to Hopkinson's data analysis in all curricular areas. The 2014 state results demonstrate that Hopkinson scored above the County average on both ELA and math. Targeted instruction contributed to these scores. Also, having the iPads has allowed for Hopkinson scholars to be deeper thinkers that have experience explaining their thought process with technology.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Our home-to-school partnership is the cornerstone to our culture. We urge parents, community members, and students to get involved. From activities and family nights, to volunteering in the classroom there are opportunities for everyone. This is a deep part of our culture because research links school involvement to student achievement and success. Through the collaboration and support of our staff, parents, and students we hold high expectations and standards for all students.

It is our goal to see that each child be provided with unlimited opportunities to reach their full academic, social, and emotional potential. In achieving these aims, we need all stakeholders' support to ensure this will happen. We also need students that are vested in their school community. Being a Husky brings a lot of pride to students. This represents the strong connection they have to the school community. It also increases student awareness and pride for our school district.

Social media has been a key resource in maintaining a strong school culture. We use social media tools like Twitter, Instagram, YouTube, and Facebook to communicate and highlight various school activities, performances, events, and opportunities. Social media is a venue that allows our students and parents to get immediate communication about the school. Throughout the year, there are multiple opportunities to get involved in our school community. Our annual fundraiser invites parents to build relationship with one another. Our school carnival and camp-out enhance our appreciation for our wonderful community and ties it into our school focus of respect, unity, and inclusion.

Our leadership teams also assist in building the school community. PTA flocks homes as a fundraiser that promotes the strong sense of community on site and Friends of Hopkinson organizes an array of events for mother, fathers, families, and students that enhance the unity and culture of our school.Many of our staff members are also parents at our school increasing their connection to the school community. This multi-layered involvement increases the relationships within the school and its stakeholders which allows for a tighter school connection.

Teachers feel a strong sense of pride and appreciation for our school culture. They feel empowered, valued, and prepared to provide excellence for students. Staff and administration openly welcome all parents to call upon them at anytime with questions or concerns. The school community values the culture of parent, school, and student connection.

2. Engaging Families and Community:

It is our goal to see that each child be provided with unlimited opportunities to reach their fullest academic, social, and emotional potential. In achieving these aims, we need family and community support. Research links parental involvement to student achievement and success. Our home-school partnership is the cornerstone to our success. Our teachers and administrators proactively engage students and families in a dialogue regarding student performance. We urge our families to volunteer at school in a variety of ways: help in the classroom, attend monthly PTA meetings, participate in School Site Council and/or support our Booster Club activities through Friends of Hopkinson (FOH). Our PTA has 100% membership.

Hopkinson has a Parent Teacher Association (PTA) that is extremely active and an invaluable support for our programs. This organization provides volunteers for various school events such as Book Fair, our annual carnival, field trips, our makers space, and much more. The PTA organizes events that consistently reinforce the importance of communication and reflection in the growth process. For example, our PTA hosts a monthly meeting that involves all school stakeholders. In addition, funds have been utilized to enhance school equipment, for instance an ELMO in every teacher's classroom.

In addition to the PTA, Hopkinson Elementary has a site foundation, a non-profit fundraising entity, whose

sole function is to support Hopkinson Elementary. FOH supports the schools efforts in technology classrooms, Bring Your Own Device (BYOD) program Gr. 3-5, and our Media Center Teacher and Aid.

Along with our active parent support, we also foster a close relationship with the Los Alamitos Education Foundation (LAEF). This non-profit organization serves all schools in the district and provides our students with extraordinary summer and after school opportunities in academics, athletics, activities, arts, and STEAM.

3. Professional Development:

Hopkisnon's professional development program directly addresses Los Alamitos Unified's LCAP goal of "Exemplary Teaching & Learning" (Ed Code Priorities 1, 2, and 7) by fostering the coaching method to increase student achievement in all curricular areas. Professional development is abundant to ensure that district signature practices are aligned with common core and that all teachers have the tools needed to implement the signature practices in a meaningful manner. Hopkinson's professional development program empowers our teachers to help create a growth plan which supports our high student achievement. School improvement is generated from a professional development team. A five-year development plan is created for new teachers and tenured teachers with with district teachers on special assignment (TOSAs) to perfect their craft.

All Hopkinson teachers are trained on Cognitively Guided Instruction (CGI). There are 3 grade level trainings a year to cover the scope and sequence of the math program as it aligns to CGI. Our CGI TOSA also meets with individual teachers to coach them on questioning and taking the conceptual math to a higher level.

Each staff member in Kindergarten through 3rd grade also attends professional development on Reading Foundation for the Common Core (RFCC) strategies. Here they are trained on effective ways to teach reading, comprehension, and writing. The focus on ensuing phonemic awareness allows for targeted teaching points that allow for teachers to better meet the needs of every student.

Teachers in 4th and 5th grade attend Sandra Kaplan's Icons of depth and complexity training. At this professional development, they are exposed to various ways to use these prompts to dig deeper into all curricular areas.

As a school site, we have been trained in Thinking Maps and Writer's workshop. We have focused this year's in-service days on ensuing that we prioritize writing as a site in all curricular areas. Zooming in on conferencing and mini lesson creation.

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. Hopkinson administration is committed to supporting and fostering this collaboration.

Additionally, there are many district professional development opportunities offered to teachers. There are opportunities for collaboration amongst district content disciplines, as well as half and full day in-service workshops offered to our staff, based on their needs.

4. School Leadership:

Although there is only one administrator on site, the leadership philosophy at Hopkinson is team oriented and driven by high expectations for all students. District priorities are a focus to the school site leader and there is always an open-door approach and support in accomplishing the goals that are set-forth.

There is constant and open communication and access to the individuals who guide decision making. Parents, students, teachers, support staff, and other community members are able to discuss action items,

ideas, issues or concerns with these individuals directly. While the administrators' role at Hopkinson is to support, there are many instructional leaders within our school. We as a school site are in constant communication with our unified school district and therefore also benefit from the leadership that comes from the district level. There are four teachers on special assignment that coach teachers and serve as leaders in their field. Their role is to assist teachers with the development of curriculum which drive instruction and therefore learning.

Los Alamitos Unified allows for teachers to be instructional leaders who have the flexibility and autonomy to not only make instructional decisions, but to also guide their curriculum development. Decision making happens through the involvement of all stakeholders. Using an interest based bargaining approach allows for all parties to have a voice and are in agreement of all decisions.

Other committees, both temporary and long term, exist to guide decisions regarding academics, school safety, professional development, academic honesty and other school-based matters. There is a principal's advisory committee that has a representative from each grade level to ensure that communication is always clear and that every grade level has a voice.

The School Site Council leadership team also serves to keep communication open with parents, staff, and the school administrator. Overall, decision making is met with a student centered approach that takes feedback and input from all stakeholders. This process also includes feedback and perspective that result in solutions that puts student achievement first.

Part VI – INDICATORS OF ACADEMIC SUCCESS

CGI is a standards-based educational philosophy founded upon thirty years of research and data that supports Hopkinson's math program. The practice is designed to teach strategies based upon how students naturally think about mathematics. CGI believes children come to school with a great amount of informal and/or spontaneous knowledge about mathematics, which serves as the basis for formal instruction at the elementary level. A core principle of CGI is for students to approach a complex math problem with self-selected strategies and manipulatives. CGI also helps teachers better understand student thinking in order to make purposeful instructional decisions.

Hopkinson teachers learned to strategically teach math concepts with scaffolding, differentiation, and more thoughtful instructional planning and questioning strategies. CGI demands a greater focus on problem solving, including: deconstruction of problems, use of multiple strategies, increased levels of student collaboration and dialogue, and opportunities to learn from other students who may be stronger in a particular strategy. This practice provides students with the opportunity to deepen their understanding of number sense, think in both concrete and abstract ways, struggle through problems constructively and reason and analyze mathematically. The implementation of CGI has resulted in elevated student expectations, as teachers increased their own capacity to assess student knowledge and reframe how students learn mathematics.

CGI opens a world of mathematical thinking and deepens students' understanding of number sense. With the use of manipulatives, students develop personal strategies such as direct modeling, counting on, and derived facts to solve problems. In addition, Hopkinson students utilize the depth and complexity prompts to promote deeper thinking, isolate details, look for patterns, analyze from multiple perspectives and pose unanswered questions (Kaplan, 2005). Depth and complexity are also demonstrated when classroom peers offer more "efficient" ways to solve problems or make connections, while illustrating similarities and differences between applied strategies. The use of higher-level thinking takes students far beyond grade level standards.

The objective of CGI is to create learning opportunities where children think mathematically from multiple perspectives. The share-out at the end of each lesson promotes: meta cognition of mathematical reasoning, peer tutoring/coaching and opportunities for public speaking. For struggling learners, the peer explanation and coaching model provides an environment where students can take risks. For English Learners (ELs) and special education students, the rich academic vocabulary, use of manipulatives, and high-level conversations lead to significant improvements in their vocabulary and comprehension.