

Francis Hopkinson Elementary School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the 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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2025-26 School Contact Information

School Name	Francis Hopkinson Elementary School
Street	12582 Kensington Road
City, State, Zip	Los Alamitos, CA 90720
Phone Number	562-799-4500
Principal	Jason Farvour
Email Address	jfarvour@losal.org
School Website	https://hopkinson.losal.org
Grade Span	K-5
County-District-School (CDS) Code	30739246029045

2025-26 District Contact Information

District Name	Los Alamitos Unified School District
Phone Number	562-799-4700 ext. 80401
Superintendent	Dr. Andrew Pulver
Email Address	apulver@losal.org
District Website	https://www.losal.org/

2025-26 School Description and Mission Statement

Guided by the Los Alamitos Unified School District Priority Goals and Hopkinson's School Plan for Student Achievement (SPSA), Francis Hopkinson Elementary School focuses on continuous improvement in the following areas:

High-Quality, Data-Informed Instruction

Hopkinson prioritizes strong Tier 1 instruction in English language arts and mathematics to ensure all students build solid foundational skills and meet grade-level standards. Instruction is informed by multiple measures of student performance, including state assessments, district benchmarks, and classroom-based formative data. Teachers collaborate regularly to analyze student progress and adjust instruction to provide timely, targeted support and intervention as needed.

2025-26 School Description and Mission Statement

Literacy Development Grounded in the Science of Reading
The school emphasizes a balanced literacy approach aligned to the Science of Reading, with a focus on phonemic awareness, phonics, decoding, fluency, vocabulary, and comprehension. Instructional practices and professional learning are aligned to district-adopted materials and signature practices to ensure consistent, research-based instruction across grade levels.

Mathematical Thinking and Problem Solving
Hopkinson’s mathematics program emphasizes conceptual understanding, number sense, and problem solving through Cognitively Guided Instruction (CGI). Students are encouraged to explain their thinking, apply multiple strategies, and engage in meaningful mathematical discourse to deepen understanding and promote perseverance.

Support for All Learners
To meet the needs of all students, including students with disabilities, English learners, and other identified student groups, Hopkinson implements targeted interventions, differentiated instruction, and collaborative problem-solving among general education teachers, specialists, and support staff. These systems are designed to reduce achievement gaps and ensure equitable access to learning opportunities.

Positive School Climate and Student Well-Being
Hopkinson is committed to maintaining a safe, inclusive, and supportive learning environment that fosters student self-efficacy, resilience, and belonging. Social-emotional learning is supported through schoolwide programs such as Second Step instruction, Husky Buddy classrooms, wellness services, and positive behavior expectations. These efforts promote respectful behavior, strong peer relationships, and student engagement in learning.

Family and Community Partnerships
Strong partnerships with families and the community are essential to student success at Hopkinson. Parents are actively engaged through School Site Council, PTA, Friends of Hopkinson, and schoolwide events. Ongoing communication and collaboration with families support shared responsibility for student learning and school improvement efforts.

About this School

2024-25 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	144
Grade 1	99
Grade 2	96
Grade 3	97
Grade 4	101
Grade 5	105
Total Enrollment	642

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.9
Male	49.1
Asian	8.6
Black or African American	0.9
Filipino	3.1
Hispanic or Latino	27.4
Native Hawaiian or Pacific Islander	0.2
Two or More Races	11.4
White	45.5
English Learners	3.3
Foster Youth	0.3
Socioeconomically Disadvantaged	11.7
Students with Disabilities	21

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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	22.2	84.69	322.6	88.64	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0.6	0.18	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3	11.42	8.6	2.38	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	10.6	2.91	11953.1	4.28
Unknown/Incomplete/NA	1	3.88	21.4	5.88	15831.9	5.67
Total Teaching Positions	26.2	100	363.9	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	24.6	93.39	328	89.26	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	0.6	0.18	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.5	1.9	7.5	2.04	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.2	0.91	12.2	3.34	11746.9	4.23
Unknown/Incomplete/NA	1	3.8	19	5.18	14303.8	5.15
Total Teaching Positions	26.3	100	367.5	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	29.1	91.39	343.8	90.13	230039.4	100
Intern Credential Holders Properly Assigned	0	0	0.8	0.22	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.5	7.83	7.7	2.04	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.2	0.75	9.5	2.51	12112.8	4.34
Unknown/Incomplete/NA	0	0	19.4	5.09	13705.8	4.91
Total Teaching Positions	31.9	100	381.5	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	3.00	0.5	2.5
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	3.00	0.5	2.5

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0.2	0.2
Total Out-of-Field Teachers	0.00	0.2	0.2

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	23	8.3	10
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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 District and State supplemental funding.

Year and month in which the data were collected

12/2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Year of District adoption of textbooks/materials - 2022	0
Mathematics	Year of District adoption of textbooks/materials - 2015/2016	0
Science	Year of District adoption of textbooks/materials - 2023	0
History-Social Science	Year of District adoption of textbooks/materials - 2007/2018	0
Foreign Language	Year of District adoption of textbooks/materials - 2001-2005	0
Health	Year of District adoption of textbooks/materials - 2004	0
Visual and Performing Arts	District Adoption Date of Textbooks/Materials: 2008	0
Science Laboratory Equipment (grades 9-12)	Year of District adoption of textbooks/materials - 2005	0

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

School Facility Conditions and Planned Improvements

School Facilities Analysis

The Los Alamitos Unified School District (LAUSD) prioritizes maintaining a clean, safe, and welcoming environment for learning. Each campus reflects the pride of its students, staff, and parents. At several schools, gardens, workrooms, and collaborative workdays involving students and parents have been organized to enhance the facilities.

To ensure that all sites remain in good repair, custodians conduct monthly inspections, and the District maintenance crew consistently prioritizes safety. Hopkinson Elementary, built in 1961, remains in excellent condition, thanks to diligent care and maintenance.

In 2008, District voters approved Measure K, a local bond that funded comprehensive modernization across all school sites. Modernization efforts included installing new roofs, electrical systems, HVAC, plumbing, fire alarms, and data systems. Doors, windows, flooring, and restroom fixtures were replaced, ensuring updated, efficient facilities. The modernization of Hopkinson Elementary was completed in September 2012.

Additional facility improvements include:

- ****Summer 2020****: A portable restroom for staff and students was added to the south end of the campus, providing greater access to restrooms.
- ****Summer 2021****: The TK/Kindergarten playground was upgraded, featuring a new, safe, shaded play area. The campus also received new outdoor tables and shade structures to support outdoor instruction.
- ****2021****: Security enhancements included gating the north side of the campus, allowing teachers to open classroom doors for ventilation while maintaining safety.
- **Summer, 2026**: Planned resurfacing of all playground surfaces for safety.

For more information about the condition of the school's facilities, please contact the school principal.

Year and month of the most recent FIT report

9/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
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			Playground blacktop is planned for resurfacing during Summer, 2026.

Overall Facility Rate			
Exemplary	Good	Fair	Poor
X			

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	81	76	78	75	47	48
Mathematics (grades 3-8 and 11)	78	73	65	64	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	304	303	99.67	0.33	76.24
Female	156	156	100.00	0.00	79.49
Male	148	147	99.32	0.68	72.79
American Indian or Alaska Native	0	0	0	0	0
Asian	30	30	100.00	0.00	76.67
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	81	81	100.00	0.00	67.90
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	28	28	100.00	0.00	71.43
White	151	150	99.34	0.66	81.33
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	39	39	100.00	0.00	61.54
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	59	58	98.31	1.69	51.72

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	304	303	99.67	0.33	73.27
Female	156	156	100.00	0.00	73.72
Male	148	147	99.32	0.68	72.79
American Indian or Alaska Native	0	0	0	0	0
Asian	30	30	100.00	0.00	70.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	81	81	100.00	0.00	64.20
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	28	28	100.00	0.00	75.00
White	151	150	99.34	0.66	79.33
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	39	39	100.00	0.00	58.97
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	59	58	98.31	1.69	53.45

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	68.97	56.73	58.61	55.56	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	105	104	99.05	0.95	56.73
Female	53	53	100.00	0.00	49.06
Male	52	51	98.08	1.92	64.71
American Indian or Alaska Native	0	0	0	0	0
Asian	11	11	100.00	0.00	45.45
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	32	32	100.00	0.00	50.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	52	51	98.08	1.92	62.75
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	11	11	100.00	0.00	18.18
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	16	15	93.75	6.25	40.00

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates					
This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.					
Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	98.5	98.5	99.1	98.7	98.7
Grade 7	98.4	99.1	98.2	98.8	98.0
Grade 9	78.7	80.5	80.6	79.9	81.7

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 regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement
Parents are essential 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 over \$250,000 a year to support the school vision.
Parent participation at Hopkinson is critical to the success of our programs. We have a very active, supportive, parent and family community which continually expresses interest through assistance in both classrooms and the media center, as well as with special events such as assemblies, annual fall carnival, book fairs, Husky Award presentations, Neurodiversity Week, P.E.A.C.E. Week, and family education evening events. Parents also participate as members of the PTA, School Site Council, and Friends of Hopkinson. PTA meetings are held every month during the school year, and School Site Council meetings are held four times a year. SSC spotlights specific areas of the curriculum and holds at least one classroom tour during the year. All parents and community members are welcome to attend any school meeting or activity. Attendance at Parent/Teacher Conferences, Back to School Night and Open House, as well as membership in PTA, continues to be at or close to 100%. To strengthen parent involvement, additional opportunities are provided throughout the year for education and for volunteering in the classroom. For more information about organized opportunities for parent involvement at Hopkinson, please contact the school office at 562-799-4500.
The Los Alamitos Educational Foundation (LAEF) 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 STEAM, technology, reducing class size, summer enrichment programs and other specialized projects. Contact information: Los Alamitos Educational Foundation, P.O. Box 1210, Los Alamitos, CA 90720 or on the web at http://www.laef4kids.org

2025-26 Opportunities for Parental Involvement

2024-25 Chronic Absenteeism by Student Group				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	651	650	32	4.9
Female	329	329	11	3.3
Male	322	321	21	6.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	57	57	2	3.5
Black or African American	--	--	--	--
Filipino	21	21	1	4.8
Hispanic or Latino	177	176	11	6.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	74	74	6	8.1
White	309	309	12	3.9
English Learners	30	30	0	0.0
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	80	80	12	15.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	155	154	17	11.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

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

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.32	1.06	0.61	1.1	1.34	1.55	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.03	0.02	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.61	0.00
Female	0.00	0.00
Male	1.24	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.13	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	1.35	0.00
White	0.32	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.25	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.58	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

****Hopkinson School Safety Plan****

Hopkinson Elementary School prioritizes the safety and well-being of its students, staff, and community. Each site operates under three comprehensive safety frameworks: the Comprehensive Safe School Plan (CSSP), the Emergency Preparedness Plan, and the Crisis Intervention Plan. Together, these documents address every aspect of campus safety and preparedness.

The CSSP is reviewed and updated annually by the School Site Council to reflect the most current safety protocols and procedures. Once finalized, the plan is approved by the Board and filed with the Orange County Department of Education. Copies of the plan are accessible to parents and the general public upon request.

The primary objective of the CSSP is to maintain a healthy, safe, and drug-free environment on all Los Alamitos Unified School District campuses, fostering a secure setting where students can thrive academically and socially.

D. Other SARC Information

Information Required in the SARC

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

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
TK	24	0	2	0
K	23	0	3	0
1	24	0	3	0
2	25	0	4	0
3	25	0	3	1
4	32	0	4	0
5	33	0	2	1
6	0	0	0	0
Other	19	1	1	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
TK	24	0	2	0
K	23	0	3	0
1	22	0	5	0
2	22	0	4	0
3	23	0	4	0
4	33	0	2	1
5	29	0	4	0
6	0	0	0	0
Other	12	1	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
TK	24	0	2	0
K	24	0	4	0
1	24	0	4	0
2	24	0	4	0
3	24	0	4	0
4	32	0	3	0
5	33	0	2	1
6	0	0	0	0
Other	11	1	0	0

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	1590

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	3.6
Resource Specialist (non-teaching)	
Other	0.5

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11,159	\$2,250	\$8,909	\$117,349
District	N/A	N/A	\$11,459	\$122,252
Percent Difference - School Site and District	N/A	N/A	-25.0	-4.1
State	N/A	N/A	\$11,146	\$100,065
Percent Difference - School Site and State	N/A	N/A	-22.3	15.9

Fiscal Year 2024-25 Types of Services Funded

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.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$60,397	\$62,145
Mid-Range Teacher Salary	\$105,148	\$97,088
Highest Teacher Salary	\$144,350	\$120,436
Average Principal Salary (Elementary)	\$174,719	\$151,343
Average Principal Salary (Middle)	\$177,346	\$159,514
Average Principal Salary (High)	\$198,356	\$177,261
Superintendent Salary	\$340,943	\$294,805
Percent of Budget for Teacher Salaries	34.47%	29.95%
Percent of Budget for Administrative Salaries	3.91%	5.4%

Professional Development

The primary areas of focus for staff development are the District's Signature Practices: Cognitively Guided Instruction (CGI), the Science of Reading, Thinking Maps and Depth and Complexity. As the District has adopted comprehensive, new curriculum in both English-Language Arts and science for grades K-8, additional professional development modules have been provided for these adoptions and alignment with scope and sequence. Student data is collected via District benchmarks and various formal assessments, such as CAASPP and the MAP Growth Assessment, 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

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.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	71	99	106