2023-2024

Hughes Middle School

School Plan for Student Achievement

This School Plan for Student Achievement (SPSA) is a plan of actions to raise the performance of all students.
The SPSA contains the following:

Needs Assessment·
- School Demographics
- English Language Arts
- Mathematics
- English Learners
- Culture/Climate Domain
- SPSA Effectiveness

Accountability Measure I: Increase Achievement·
- Core Programs (ELA, Writing, Math)
- Interventions
- Transitions

Accountability Measure II: School Climate

Accountability Measure III: Professional Development
- Professional Development
- Teacher Involvement

Accountability Measure IV: Parents and Community Involvement Assurances
- School Budget for Categorical Programs
- SSC Membership
- ELAC Membership
- ELAC Recommendations
- Assurances, Approval and Signatures

The School Site Council (SSC) completed a comprehensive needs assessment, including analyses of student performance in relation to the state

academic content standards. In order to provide supplemental interventions, the SSC analyzed the academic performance of all students and subgroups, and it considered the instructional program's effectiveness for at-promise students.

The School Site Council aligns the Long Beach Unified School District's Strategic Plan and LCAP into the SPSA. The LCAP Goals are presented at: http://www.lbschools.net/Departments/Local_Control/. The LCAP Federal Addendum is presented at: http://www.lbschools.net/Departments/EACCR/lea_plan.cfm.

Education Code 52062 (4) requires that the superintendent of the school district review school plans for schools within the school district and ensure that the specific actions included in the local control and accountability plan or annual update to the local control and accountability plan are consistent with strategies included in the school plans submitted.

The LBUSD Strategic Plan (2017-2022), which can be viewed at http://www.lbschools.net/Departments/Strategic_Planning/ , has the following goals:

- Ensure equitable opportunities for every student
- Provide a safe, welcoming, respectful and rigorous learning environment for every member of the school community.
- Promote academic growth for every student.
- Establish college and career readiness for every student.
- Support effective communication throughout the district.

In addition, the SSC recognizes following recommendations made by the District Community Advisory Committee (DCAC) and the District English Learner Advisory Committee (DELAC):

DCAC Recommendations:
Recommendation 1: Teachers/school staff train parents in English Language Arts, Math, and other critical topics (such as A-G, SAT, PSAT, Career Pathways, SBAC, etc.) in order for parents to assist students to succeed in school.
Recommendation 2: Execute technology purchases to bring computers up-to-date to meet students' needs. Also, provide parent training in the computer programs and applications that are used in school so parents can assist their children at home.
Recommendation 3: Create parent leadership programs for all parents, with an emphasis on assisting early childhood/preK parents to introduce the LBUSD system.
Recommendation 4: Create additional, continuous training for all teachers to better serve special education students, African American students,

Pacific Islander students, at-risk students, long-term English Learners, and English Learners (specifically emphasizing reclassification training).

Recommendation 5: Provide prevention and intervention support and services to continue to reduce the achievement gap for special education students, African American students, Pacific Islander students, long-term English Learners, English Learners, and other at-risk students.

Recommendation 6: Provide more parent involvement and parent education training at all schools, including sending parent participants to conferences in order to empower and train parent leaders.

Recommendation 7: Create and provide a more inviting, safe and welcoming climate/community atmosphere at all sites for all cultures, parents and students.

Recommendation 8: Re-establish district Parent Centers and encourage sites to establish a parent center/parent resource room to better engage and serve parents.

Recommendation 9: Expand Female and Male Leadership programs at schools to provide more opportunity for under-represented students.

Recommendation 10: Expand tutoring and other intervention programs that emphasize content-specific instruction to meet the individual needs of non-proficient students, including before/after school, Saturday school, "double dose" courses, and Summer school, also considering preK students.

Recommendation 11: Expand Summer School opportunities, especially for "transition" grade levels. Explore adding social-emotional and growth mindset instruction for summer programs.

Recommendation 12: Work with college partners to provide quality transitional counseling and mentoring services to students, including goal setting, course planning and guidance from current college students.

Recommendation 13: Expand programs of instruction to the educational system to new families, including civics education.

Recommendation 14: Ensure that school sites have resources that are necessary to implement recommended programs, especially programs designed to close the achievement gap.

Recommendation 15: Provide workshops on values and character building that contribute to a safe, civil and productive school.

DELAC Recommendations:
1. Monitor the implementation of the district's comprehensive English Language Development (ELD) program in grades K-12th addressing language and academic needs of a diverse EL population from newcomers to Long Term English Learners.
2. Continue to identify students in need of interventions in English language arts focusing on reading comprehension and math in order to provide individualized services for these students;

3. Provide and implement research-based intervention programs either before, after school and/or during summer months to ensure that all EL students' academic needs are being targeted and met through supplementary instructional programs;
4. Support a welcoming environment which includes bilingual office staff who speak the language and understand the services and resources available for parents and ELs at sites with high EL population; and staff to focus on a more personal approach when working with parents;
5. School sites need to invest time in parents and need to do a better job in providing communication between school and parents;
6. Provide and implement and monitor/assess highly effective instructional intervention programs in developing oral language proficiency, reading and writing in English for all ELs, RFEPS and LTELs; to include an update to parents and other advisory committees on what programs and services are being provided at schools sites to address;
7. Provide parent workshops to build capacity on specific topics such as LCFF, LCAP and SSC to better understand how each functions;
8. Create additional continuous trainings for all teachers to better serve English Learners, Long Term English Learners and RFEPS in Math, English and English Language Development (ELD);
9. Continue to implement high quality teacher training for all adopted textbook series, with special emphasis on the new ELD curriculum adoption;
10. Continue to explore programs at sites that address the social/emotional development and well-being of all students, including English Learners
11. District to continue to promote parental engagement and to motivate parents to become more involved in their children's education and to increase opportunities for parents to attend parent workshops to ensure that they can support their children at home;
12. Provide more parent involvement and parent education training at all schools, including sending DELAC representatives to conferences in order to empower and train parent leaders;
13. Expand tutoring and other intervention programs that are content-specific to meet the student's identified needs including special education students;
14. Collaborate with our neighboring universities to coordinate mental health workshops for parents and students
15. Establish a structured program that is implemented districtwide for tutoring EL students (before, after-school) which ensures that teachers are delivering high-quality lessons addressing the needs of EL students. In addition, district to monitor these programs to ensure effective implementation as intended and are having a positive impact for EL students.
16. Continue to support the implementation and expansion of bilingual pathway programs with the passage of Proposition 58; not limited to only dual immersion programs but also to include developmental bilingual educational programs
17. To access the periodic review of the authorized and agreed upon DELAC recommendations in order to understand the effectiveness of programs and services for EL students

The SSC recognizes the importance of **Parent and Family Engagement** and emphasizes LBUSD Board Policy 6020.1, which contains the

following fifteen components:
1. Involving parents/guardians in the joint development of the district's planning efforts for providing programs that increase the academic quality of schools and including parents in the process of school review and improvement;
2. Consulting on an ongoing basis with parents/guardians concerning the manner in which the school and parents/guardians can work together to identify objectives, plan, design, implement, and evaluate school programs to ensure student academic achievement and school performance;
3. Providing the coordination, technical assistance, and other support necessary to assist schools in planning and implementing effective parent/family involvement activities to improve student academic achievement and school performance; at least 1 percent of the district's Title I, Part A funds will be reserved for parental involvement and 95% of those funds will be distributed to schools, where parents of Title I students shall be involved in the decisions to be used for parental involvement programs;
4. Supporting the efforts of parents/guardians in working with their children to understand/attain the State Academic Content and Performance Standards, assessments being used, the requirements of Title I, Part A, and the monitoring of their children's progress and work with teachers to improvement achievement and social development;
5. Building parent capacity for meaningful parental involvement and providing opportunities to help parents/guardians strengthen their parenting and literacy skills to improve their child's academic success and social development, including, but not limited to, such topics as ensuring appropriate learning conditions at home, helping their child at home with schoolwork, and fostering a growth mindset, self-efficacy and self-management skills.
6. Ensuring that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format, and to the extent practicable, in a language the parents can understand; when 15 percent or more of the student population at the district or school site speak a single primary language other than English, all notices, reports, statements, or records sent to a parent/guardian of any such student by the school or school district, are in addition to being written in English, written in the primary language(s);
7. Informing parents/guardians of participating children of the (a) reasons their children are participating in the program(s), (b) specific instructional objectives and methods of the program(s), and (c) the academic performance of their child's school and of the options they have to ensure appropriate educational placement of their student;
8. Training parents/guardians and teachers to build a partnership between home and school to increase student achievement and promote effective two-way communication in a language all parents can understand; providing School-Home Compacts that set out the respective responsibilities of the school staff, parents and students in striving to raise student achievement;
9. Encouraging parents/guardians to assume school and district leadership roles in governance, advisory, and advocacy decision-making processes; providing parents with an opportunity to submit dissenting views to the district if a school's parent involvement guideline s or Single Plan for Student Achievement are not acceptable to them;

10. Providing professional development for teachers, pupil services personnel, principals and other staff, with the assistance of parent input, on ways to reach out to, communicate with and implement parent programs that build partnerships between parents and the schools;

11. Involving parents/guardians in annual evaluations of the content, effectiveness, and relevance of the District's Parent Involvement Policy and Parent Involvement Guidelines at the school site level in improving the academic quality of the schools, including identifying barriers to greater student achievement and using the findings of such evaluations to design strategies for more effective involvement of parents and families and uses the findings of the evaluation to design more effective parental involvement and revise the policy, as necessary;

12. Coordinating and integrating Title I, Part A parental involvement programs and strategies with parent involvement strategies of other programs, including with the district's Child Development Centers (CDC), Head Start, and other preschool programs that encourage parent participation, seamless transitions and greater success of preschoolers;

13. Coordinating and maintaining Parent Resource Centers (as budget allows) that provide literacy training, home-learning activities, and the guidance parents need to support their child's academic success.

14. Helping parents/guardians acquire needed services through identified school district and community resources; providing other reasonable support for parent involvement activities as parents may request;

15. Establishing a district parent advisory council (DCAC) with representatives from each school, to provide advice or input on matters related to parent involvement, allotted Title I funds at the school site level and awareness of funded programs.

Conclusions from the needs assessment were used to prioritize supplemental programs, materials, professional development, targeted interventions, and other activities that will strengthen the school's academic achievement, close the achievement gap, and provide a safe, civil and productive school.

Comprehensive Needs Assessment

English-Language Arts

Written Analysis - ELA Findings

Written Analysis

ELA teachers are deeply committed to high quality instruction in reading and writing utilizing different strategies to benefit every student in our school. The implementation of Quality Core Instruction is evident in every subject and grade level throughout our campus. Equity in the educational process is central to our commitment to engage every student using a myriad of strategies. The use of GATE strategies, ELLevation and other components supports the development of depth and of knowledge and the development of critical thinking. We are dedicated to support every student and specially committed to engage in intentional instructional decisions and support for our subgroups or target groups such as Black Students, Students with Disabilities and English Language Learners so that we can accelerate their growth rates to match or The analysis of data guides the teacher's instruction. The first trimester i-Ready diagnostic is used as our baseline to measure growth throughout the year. SBAC is the measurement of achievement of typical growth for the year.

% Met or Exceeded Typical Growth Target In English Language Arts=

6th grade= 32%
7th grade= 48%
8th grade= 47%
Overall = 42%

i-Ready
Met or above grade level = 21%
Early or grade level = 14 %
One grade level below = 18%
Two grade level below = 10
Three grade levels or below = 38%

Overall SBAC scores have slightly declined in comparison with the last two years. However, our target groups showed sharper decline.

 the school average.

Comprehensive Needs Assessment

English-Language Arts

Written Analysis - ELA Goals

Written Analysis

The analysis of data guides the teacher's instruction. The first trimester i-Ready diagnostic is used as our baseline to measure growth throughout the year. SBAC is the measurement of achievement of typical growth for the year.

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Modifications and programs to be implemented this school year:
Homework House
Saturday School
Tutoring Programs
QCI or Quality Curriculum Instructions
ELLevation Strategies

ELA teachers are deeply committed to high quality instruction in reading and writing utilizing different strategies to benefit every student in our school. The implementation of Quality Core Instruction is evident in every subject and grade level throughout our campus. Equity in the educational process is central to our commitment to engage every student using a myriad of strategies. The use of GATE strategies, ELLevation and other components supports the development of depth and of knowledge and the development of critical thinking. We are dedicated to support every student and specially committed to engage in intentional instructional decisions and support for our subgroups or target groups such as Black Students, Students with Disabilities and English Language Learners so that we can accelerate their growth rates to match or The analysis of data guides the teacher's instruction.

ELA Goal:
Current Goal #1- 5% increase on district unit exams
Action Plan- identify most missed items, filter by subgroups and reteach through warm-ups and/or have students work on most missed using BTC strategies.
Current Department Goal #2- Teachers will use active participation strategies that develop academic
Incorporate at least 2 of the standards aligned questions
 stems into each lesson. Current department goal- Create an equity-centered classroom that affirms student identities and belonging through collaboration, discussion, and showing meaning in multiple ways in order to sustain and promote language development.

For our school's iReady results, 60% of our students will meet their typical growth and 40% will meet their stretch growth goal by diagnostic 3. 60% of Black students will meet their typical growth, and 40% will meet their stretch growth goal by diagnostic 3. 50% of our students with disabilities will meet their typical growth and 20% will meet their stretch growth goal by diagnostic 3. 40% of our EL students will meet their typical growth and 20% will meet their stretch growth goal by diagnostic 3.

The effectiveness of our plan is monitored throughout to analyze and adjust instruction.the year Progress Monitoring done as following:

Informal Assessments are done daily through the lessons, chapters, and units.
 Formal Assessments are:

Pre and Post unit assessments
Written Essays
Research Papers
Google Slides Presentations
End of unit test assessment
End of a story/skill/ Assessment.
Vocabulary Assessment
IReady Quarterly
SBAC

Comprehensive Needs Assessment

Mathematics

Written Analysis - Math Findings

Written Analysis

Math teachers are deeply committed to high quality instruction utilizing different strategies to benefit every student in our school. The implementation of Quality Core Instruction is evident in every grade level throughout our campus. Math instruction guides students to deconstruct problems, and to think outside the box.

Equity in the educational process is central to our commitment to engage every student using a myriad of strategies. The use of GATE strategies, The ELLevation and other components supports the development of depth and complexity of knowledge, and the development of critical thinking.

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% Met or Exceeded Growth Target in Mathematics =

6th grade= 30%
7th grade= 51%
8th grade= 38%
Overall = 43%

Mathematics IReady Diagnostics

Our first administration of the diagnostic has resulted in the following data in Math:
Above Grade Level - 7%
On Grade Level - 18%
One Grade Level Below - 33%
Two Grade Levels Below - 13%
Three or More Grade Levels Below - 29%

Comprehensive Needs Assessment

Mathematics

Written Analysis - Math Goals

Written Analysis

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Math Goal:

To increase by 5% on district unit exams. Our goal is to identify most missed items, filter by subgroups and reteach through warm-ups and/or have students work on most missed using BTC strategies.
Teachers will use active participation strategies that develop academic improvements. For our school's iReady results, 60% of our students will meet their typical growth and 40% will meet their stretch growth goal by diagnostic 3. 60% of Black students will meet their typical growth, and 40% will meet their stretch growth goal by diagnostic 3. 50% of our students with disabilities will meet their typical growth and 20% will meet their stretch growth goal by diagnostic 3. 40% of our EL students will meet their typical growth and 20% will meet their stretch growth goal by diagnostic 3.

Monitoring:
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Comprehensive Needs Assessment

English Learners

Written Analysis - English Learner Findings

Written Analysis

Hughes is deeply committed to facilitating the English language acquisition for our EL students regardless of the current English level. Every teacher, regardless of the subject, core or elective, uses different strategies to scaffold the lessons. Embedded in the lessons, teacher's are addressing the needs of EL's students to facilitate language acquisition and the learning of content at the same time. Our purpose is for students to internalize and transfer key concepts to their target language regardless of current level of English acquisition.

Comprehensive Needs Assessment

English Learners

Written Analysis - English Learner Goals

Written Analysis

Our current data reflects a need to support the academic and attendance needs of our ELL students.

ELPAC Assessment 22-23

Total Number of EL Students 92
According to LPAC Diagnostic and IReady Test
Beginning Language or level one   12.2%
Somewhat Developed or level two 42.2%
Moderate Developed or level three   33.3 %
Well develop or level four   12.2%

In addition we have 8 newcomers
Fully RFEP or Exited 136
RFEP Monitored 28

We will have two more diagnostics this year for the school and teachers to assess skill growth throughout the year. This data will inform instruction and intervention support.

Goal: Our goal is to have 100% of our students increase their ELPAC Summative level by at least one level. Very few students met typical growth on i-Ready or their stretch growth.
We need to be more intentional in our monitoring of EL student performance, and start providing tutoring services for our EL students earlier. We need to use i-Ready diagnostic 2 data as a formative tool to adjust our interventions accordingly. We will also continue to work to fill our college aide openings that will support our ELL students. We will implement our EL tutoring program this fall semester.

Comprehensive Needs Assessment

Culture/Climate Domain

Written Analysis - Culture/Climate Findings

Written Analysis

Hughes Middle School has one of the most culturally diverse populations in the district and we treasure our student's diverse backgrounds, culture and primary language. Our school measures the climate for students, parents and school's personnel three times a year by administering "The Pulse" survey. Pulse Survey is administered every trimester to take the pulse of our school climate and students' throughout on different areas such as sense of belonging, identity, and agency.

Pulse findings suggest that a sense of belonging needs to be our focus, so our goal for this year is to improve the "Sense of Belonging". Previous school years have created many culture/climate challenges with socio-emotional and attendance needs due to several factors. LBUSD has implemented a Pulse Student Survey three times a year to take the pulse of our students throughout the school year on areas of Belonging, Identity, and Agency. Our students just took the first Pulse survey and the responses are centered in three categories: Belonging, Identity, and Agency.

Belonging 72% showing - 1% Decline
Identity   82% showing + 1% Improvement
Agency   79% showing + 1% improvement

Goal:

Our goal is to improve the "Sense of Belonging" throughout our school. The need of belonging to a group and connecting and being part of our school culture is our focus. Our culture/climate goals reflect our intent to improve the culture/climate of our students as well as intentionally support and increase the affirmative responses.

Plan:

Comprehensive Needs Assessment

Culture/Climate Domain

Written Analysis - Culture/Climate Goals

Written Analysis

The administration team will review referral and suspension data for the targeted groups to follow the progress of individual students to develop action plans and effective ways to monitor improvements. In addition, the team will analyze grades for targeted groups to plan more specific interventions, such as homework help, after school tutoring or Saturday School. Pulse Surveys will be administered every trimester to determine trends, to monitor improvements and to create new opportunities to improve the climate and culture of our school.

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Plan:

Part of our plan to improve the culture and the climate of our school is to implement a sense of respect and responsibility by creating lessons that teachers are covering during their advisory period. There are several activities crafted to create a sense of belonging.
These are some examples:
 "Students of the Month"
 IReady Improvement Awards
 GPA Recognitions 3.0 to 3.49 and 3.50 to 4.0
Perfect attendance Incentives
Winter Fest (Grades/Behaviour)

Spring Fest (Grades/Behaviour)
Student's Stores (Hughes Heros Currency)

Monitoring: The Pulse Survey help us monitoring the changes on trends and the gains in the area of climate and culture, specifically "sense of belonging'.

Comprehensive Needs Assessment

SPSA Effectiveness

SPSA Effectiveness				
Area	Prior Year Goal	Status	Data Analysis of Goal Attainment and Selected programs and services that impacted goal attainment	For this school year, what modifications may be planned for programs and services to have more positive impact on current year goals

| ELA | 1) With teachers engaged in Quality Core Instruction and professional development in the use of engagement strategies, including engagement strategies that support language development through ELLevation, then 60% of our students will meet their typical growth and 40% will meet their stretch growth goal by diagnostic 3 of the iReady assessment in ELA. Additionally, 60% of Black students will meet their typical growth and 40% will meet their stretch growth goal by diagnostic 3 and 50% of our students with disabilities will meet their typical growth and 30% will meet their stretch growth goal by diagnostic 3. Finally, 40% of our EL students will meet their typical growth and 20% will meet their stretch growth goal by diagnostic 3. Progress monitoring will be conducted regularly through three diagnostic assessments, comparisons to Edulastic Unit Assessments, and classroom walk throughs. | Goal Partially or Not Met | The analysis of data guides the teacher's instruction. The first trimester i-Ready diagnostic is used as our baseline to measure growth throughout the year. SBAC is the measurement of achievement of typical growth for the year.

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Three grade levels or below = 38%

Overall SBAC scores have slightly declined in comparison with the last two years. However, our target groups showed a more significant decline. | Moving forward we will continue engaging students using ELLevation strategies, data analysis and monitor student achievement quarterly to drive our instruction.

Our main goal is to create an equity-centered classroom that affirms student identities and belonging through collaboration, discussion, and showing meaning in multiple ways in order to sustain and promote student's development.

Modifications and programs to be implemented this school year:
Homework House
Saturday School
Tutoring Programs
QCI or Quality Curriculum Instructions
ELLevation Strategies |

| Math | 1) With teachers engaged in Quality Core Instruction and professional development in the use of engagement strategies, including engagement strategies that support language development through ELLevation, then 60% of our students will meet their typical growth and 40% will meet their stretch growth goal by diagnostic 3 on the iReady assessment. Additionally, 60% of Black students will meet their typical growth, and 40% will meet their stretch growth goal by diagnostic 3 and 50% of our students with disabilities will meet their typical growth and 20% will meet their stretch growth goal by diagnostic 3. Finally, 40% of our EL students will meet their typical growth and 20% will meet their stretch growth goal by diagnostic 3. Progress monitoring will be conducted regularly through three diagnostic assessments, comparisons to Edulastic Unit Assessments, and classroom walk throughs. | Goal Partially or Not Met | The analysis of data guides the teacher's instruction. The first trimester i-Ready diagnostic is used as our baseline to measure growth throughout the year. SBAC is the measurement of achievement of typical growth for the year. Edulastic and District Unit tests are more immediate measurements to drive changes in instruction and next steps.

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Modifications and programs to be implemented this school year:
Homework House
Saturday School
Tutoring Programs
QCI or Quality Curriculum Instructions
ELLevation Strategies |
| English Learner | 1) Based on our data, Hughes | Goal Partially or | Our current data reflects a need to | To ensure the success of our ELLs we created |

has the following goals for our EL students:1. 100% of students moved at least one level on their EPLAC assessment2. 100% of students will improve their i-Ready reading score by more than one grade level on the end-of-year i-Ready assessment in May 2023.3. 100% of our Level 4 EL students will be redesignated and 50% of our Level 3 EL students will be redesignated. 2) With teachers engaged in Quality Core Instruction and professional development in the use of engagement strategies, including engagement strategies that support language development through ELLevation, then 100% of students will move at least one level on their EPLAC assessment; will improve their i-Ready reading score by more than one grade level on the end-of-year i-Ready assessment in May 2023; and of our Level 4 EL students will be redesignated and 50% of our Level 3 EL students will be redesignated. Progress monitoring will be conducted regularly through three diagnostic assessments, comparisons to Edulastic Unit Assessments, and ELPAC	Not Met	continue supporting the academic and attendance needs of our ELL students. ELPAC Assessment 22-23 Total Number of EL Students 92 According to LPAC Diagnostic and IReady Test Beginning Language or level one 12.2% Somewhat Developed or level two 42.2% Moderate Developed or level three 33.3 % Well develop or level four 12.2% In addition we have 8 newcomers Fully RFEP or Exited 136 RFEP Monitored 28 We will have two more diagnostics this year for the school and teachers to assess skill growth throughout the year. This data will inform instruction and intervention support.	our multi-level plan to help our students succeed in acquiring the English language faster while transferring the knowledge from their primary language to English. ELLevation Strategies embedded in the content. Glossary of key vocabulary words for the unit/lesson. After School tutoring for ELLs to support content and language acquisition. Saturday school for our ELLs to prepare them for the ELPAC. English Language support class as an elective. School Counselor will follow ELLs attendance weekly. TAB card for public transportation, if needed. Bilingual, Spanish, parent liaison to facilitate communication. We need to be more intentional in our monitoring of EL student performance, and start providing tutoring services for our EL students earlier. We need to use i-Ready diagnostic 2 data as a formative tool to adjust our interventions accordingly. We will also continue to work to fill our college aide openings that will support our ELL students. We will implement our EL tutoring program this fall semester.

Culture/Climate	1) Our culture/climate goals reflect our intent to improve the culture/climate of our students as well as intentionally support and increase the affirmative responses of our Black students. Agency: Our overall response rate will increase from 79% to 87% and the response rate of our Black students will increase from 76% to 87% by the end of the year. Belonging: Our overall response rate will increase from 76 to 85% and the response rate of our Black students will increase from 71% to 85% by the end of the year. Identity: Our overall response rate will increase from 83% to 87% and the response rate of our Black students will increase from 78% to 87%. By the end of the school year, our Chronic Absentee rate will not exceed 5% (down from 13% in the 21-22 school year). 2) Our culture/climate goals reflect our intent to improve the	Goal Partially or Not Met	Hughes Middle School has one of the most culturally diverse populations in the district and we treasure our student's diverse backgrounds, culture and primary language. Our school measures the climate for students, parents and school's personnel three times a year by administering "The Pulse" survey. Pulse Survey is administered every trimester to take the pulse of our school climate and students' throughout on different areas such as sense of belonging, identity, and agency.	A group of teachers and Administrators attended Safe and Civil workshops and conferences to revamp our new and improved C.H.A.M.P. strategies and Safe and Civil program to improve the culture and climate of our school. Spectations Assemblies and lessons taught during the Advisory Period are geared to create a comprehensive multi-step behavior improvement plan. Teachers supported by the Safe and Civil Team will monitor common areas and collect data regarding the success of the new strategies. The Safe and Civil Team, the Leadership Team and the SBDM will analyze collected data to determine next steps. In addition, the teams will collect and analyze referral and lunch detention data to design intervention and possible solutions. Restorative Justice is front and central to our discipline model. RJ or Restorative Justice practices in our school focuses on repairing any distress through an inclusive process that brings together students and educators and welcomes the student into the classroom. One of the central practices to RJ is the practice of communal "Circles" to improve the school climate. Targeted group will have one to one counseling during lunch as needed. The administration team will review referral and suspension data for the

scores.

culture/climate of our students as well as intentionally support and increase the affirmative responses of our Black students.Agency: Our overall response rate will increase from 79% to 87% and the response rate of our Black students will increase from 76% to 87% by the end of the year.Belonging: Our overall response rate will increase from 76 to 85% and the response rate of our Black students will increase from 71% to 85% by the end of the year.Identity: Our overall response rate will increase from 83% to 87% and the response rate of our Black students will increase from 78% to 87%.By the end of the school year, our Chronic Absentee rate will not exceed 5% (down from 13% in the 21-22 school year).

targeted groups to follow the progress of individual students to develop action plans and effective ways to monitor improvements. In addition, the team will analyze grades for targeted groups to plan more specific interventions, such as homework help, after school tutoring or Saturday School. Pulse Surveys will be administered every trimester to determine trends, to monitor improvements and to create new opportunities to improve the climate and culture of our school.

Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
Provide weekly tutoring for ELL students to support their passage of the ELPAC (IN 6)	Strong Positive Impact	Somewhat Impactful	Strong Positive Impact	Limited or no impact

Hire two (2) additional recreation Aides to help monitor student behavior during the school day. They proactively interact with students to help maintain a positive school climate. They will supervise students in the, entrances, quad, cafeteria, and on the blacktop. This would be for 2.5 hours a day (.3 FTE) (IN 10)	Limited or no impact	Somewhat Impactful	Limited or no impact	Strong Positive Impact
Hughes is building a restorative culture to support community building, reducing inappropriate student behavior, and increase individuals participation and ownership in resolving interpersonal conflcit. This will help to increase safety and sense of belonging with students and staff. Hughes will fund a TOSA Position to have knowledge of restorative practices and to lead the school in incorporating restorative practices. (IN 3)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact
Hire one (1) additional Campus Staff Assistant to support the educational process within Hughes by providing a safe and secure environment through building and establishing meaningful relationships with students and staff by using Positive Behavioral Intervention and Support strategies. (IN 11)	Limited or no impact	Limited or no impact	Limited or no impact	Strong Positive Impact
To provide funds to support parent education workshops and communication including pay for staff, speakers, materials, and light refreshments. (PI 1)	Limited or no impact	Limited or no impact	Limited or no impact	Strong Positive Impact
Hughes will hire 4-College Aides to "Push-in" and support students during ELA and Math Class. • One on One tutoring • Small group instruction • Language Support (IN 4)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Limited or no impact
Funding for services to be given to Hughes Middle School by the organization Project Optimism which will provide mentoring services to targeted students. (IN 13)	Limited or no impact	Limited or no impact	Limited or no impact	Strong Positive Impact
Hughes will fund a .2 Math Positon for the purpose of math intervention through a math development course. (IN 5)	Limited or no impact	Strong Positive Impact	Limited or no impact	Limited or no impact
Funding to provide PD in the form of whole staff PD, department and grade level release days, materials and individualized PD plans approved by the principal. (PD 1)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
The Recreation Aides serve to help monitor student behavior before school, during lunch, and after school. They proactively interact with students to help maintain a positive school climate. They will supervise students in the quad, cafeteria, and on the blacktop. (IN 1)	Limited or no impact	Limited or no impact	Limited or no impact	Strong Positive Impact

The Intervention Counselor is a 1.0 position funded .30 from LCFF and .70 from the district fund. Our Intervention Counselor's focus will be to facilitate an increase in student achievement and student engagement by reducing chronic absenteeism and chronic misbehavior by having daily contact with this target population and providing research-based interventions. The Intervention Counselor will provide social emotional and academic support to students. This individual will work with an assistant principal to promote participation with parents in ELAC. In addition, this individual will be responsible for supporting our efforts to increase the reclassification of our ELL students. The Intervention Counselor will enforce Hughes' Safe & Civil Schoolwide policies and participate in supervision duties. (IN 2)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact
Provide funding to our school's Wellness Center to purchase supplemental school supplies for students in need of these resources (IN 12)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact
Fund a .2 FTE for one section of Male Leadership Academy. This is a intervention/support class for male students to learn leadership and interpersonal skills through lessons, community activities, and community partners/role models. (IN 7)	Limited or no impact	Limited or no impact	Limited or no impact	Strong Positive Impact
Funding provided to support the personnel support and material needs to run WEB (Where Everyone Belongs) which is a 6th grade orientation program that connects incoming students with 8th graders to increase student sense of belonging on campus and to increase their sense of comfort as they transition to middle school. (IN 9)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact

Accountability Measure 1: Increase Achievement

Core Programs (ELA, Writing, Math)

Core Program - English Language Arts

Curriculum/Instruction	Assessments	Resources/Materials
ELA teachers are deeply committed to high quality instruction in reading and writing utilizing different strategies to benefit every student in our school. The implementation of Quality Core Instruction is evident in every subject and grade level throughout our campus. Equity in the educational process is central to our commitment to engage every student using a myriad of strategies. 6-8 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in English Language Arts, including the California English Language Development Standards for English learner students, with an intense focus on: •Building knowledge through content rich non-fiction and informational text. •Reading and Writing grounded in evidence from text. •Regular practice with complex text and its academic vocabulary with intensity. All 6-8 Language Arts classrooms will use: •District generated, grade level Year at a Glance and Units of Instruction to ensure all students are engaged in standards aligned classroom instruction processes. •Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs.	Formative and Interim assessments within the grade level Unit in both Reading and Writing, including: A cold-read assessment, which assesses whether students can read "new" text(s) and apply the same level of understanding and mastery of the CCSS. A research task and presentation, which assesses student ability to apply understanding of the "essential questions" to other texts, their lives, and/or the real world. Daily, weekly on-going checks for understanding (e.g., exit slips, learning logs, quizzes, other vocabulary, literary, grammar, spelling, or mechanics tasks) At least 4-6 pieces of writing will be analyzed using evidence. Students will craft written works that display logical integration and coherence, varying in length from answering brief questions to multi-paragraph responses. i-Ready Diagnostic Assessments Smarter Balanced Assessment Consortium summative assessment (Grades 6-8)	myPerspectives and associated ancillary materials Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading. Content Area textbooks (e.g. Health, Science, Social Studies) Supplemental Reading materials matched to students' instructional Reading level Thinking Maps The Canvas Learning Management System ELLevation platform iReady Canvas Learning Mangement System

Core Programs (ELA, Writing, Math)

Core Program - Writing

Curriculum/Instruction	Assessments	Resources/Materials
All 6-8 ELA classrooms will include Writing instruction designed to ensure that all students are prepared to write the following text types: •Arguments to support claims in an analysis of substantive topics/texts •Informative/explanatory texts to examine and convey complex ideas and information clearly and accurately •Narratives to develop real or imagined experiences or events All 6-8 ELA classrooms will engage in frequent/daily Writing activities embedded into the grade level Year at a Glance and Units of Instruction to include any of the following: •Reading to build knowledge for written pieces •Working through the writing process for all 3 text types including planning, revising, editing and publishing •Orally rehearsing using linguistic patterns •Writing routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences •Conferring with the teacher and other students	Formative and Interim Writing assessments within the grade level Unit of Instruction, including: Daily Performance Activities such as: short constructed responses, analyses using evidence, multi-paragraph responses, essays "On Demand" Performance Tasks Culminating Writing Task Research Task & Presentation SBAC Summative assessment (Grades 3-8)	myPerspectives and associated ancillary materials Write from the Beginning & Beyond supplemental Writing program materials Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading. Content Area textbooks (e.g. Health, Science, Social Studies) Thinking Maps Canvas Learning Management System ELLevation Platform

Accountability Measure 1: Increase Achievement

Core Programs (ELA, Writing, Math)

Core Program - Math

Curriculum/Instruction	Assessments	Resources/Materials
Equity in the educational process is central to our commitment to engage every student using a myriad of strategies. The use of GATE strategies, The ELLevation and other components supports the development of depth and complexity of knowledge, and the development of critical thinking. All 6-8 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in Mathematics with particular attention to: •Strategically focusing where the Standards focus •Coherence: think across grades and link to major topics within grades •Rigor: require conceptual understanding, procedural skill and fluency All 6-8 students will receive standards aligned instruction based on district developed Scope and Sequence (by grade level) and Units of Instruction (by grade level) that include the Math Standards and the Standards for Mathematical Practice. As part of the 6-8 Units of Instruction, all 6-8 students will engage in: •Talk Moves	Formative Assessment Lessons embedded into the Unit of Instruction Interim Assessment embedded into the Unit of Instruction District Unit Exams i-Ready Diagnostic Assessments SBAC Summative Assessment (Grade 6-8)	Big Ideas Mathematics LBUSD Supplemental Instructional Resources Canvas Learning Management System ELLevation

All 6-8 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in Mathematics with particular attention to: • Strategically focusing where the Standards focus • Coherence: think across grades and link to major topics within grades • Rigor: require conceptual understanding, procedural skill and fluency All 6-8 students will receive standards aligned instruction based on district developed Scope and Sequence (by grade level) and Units of Instruction (by grade level) that include the Math Standards and the Standards for Mathematical Practice. As part of the 6-8 Units of Instruction, all 6-8 students will engage in: • Mathematical Discourse	Formative Assessment Lessons embedded into each Unit of Instruction End of Unit Assessment embedded into each Unit of Instruction SBAC Summative Assessment (Grade 6-8)	Content area textbooks and online resources from Big Ideas Mathematics Khan Academy LBUSD Supplemental Instructional Resources Canvas Learning Management System ELLevation

Accountability Measure 1: Increase Achievement

Interventions

Interventions

Identify Data and Describe Student Needs	ACTION Description of Scientifically-based Intervention	List the sub-groups served	Funding Source and Cost	Time Frame and Frequency of Program	Personnel Delivering the Intervention	Progress Monitoring
Based on SBAC, and iReady data as well as grades students need support in order to succeed in a Math course at all grade levels. SBAC Math|100	Hughes will fund .4 FTE for the purpose of math intervention through two math development course.	Identified At-Risk Students	Title 1 $61,632 Teacher - Secondary .4 FTE - Title 1 100%	07/01/2023 - 06/30/2024 Daily	Principal	The effectness of the intervention will be monitored on an ongoing bases using formative and summative assessments. These assesments will be given by teachers formatively as well as district provided iReady assessments and student grades SBAC Math|100

Culture/Climate Supervision Safety Culture-Climate Survey (Student-Staff)|100	Hire two (4) additional recreation Aides to help monitor student behavior during the school day. They proactively interact with students to help maintain a positive school climate. They will supervise students in the, entrances, quad, cafeteria, and on the blacktop. This would be for 2.5 hours a day.	All Students	Title 1 $32,573 Hourly - Recreation Aide (4) for 450 hours annually - Title 1 100%	07/01/2023 - 06/30/2024 Daily	Principal	Daily interactions, weekly check ins Culture-Climate Survey (Student-Staff)|100
Support for our Black History Month club Culture-Climate Survey (Student-Staff)|100	Funding to provide sub coverage and buses for YGT performances and trips	African-American	Title 1 $3,667 Substitute teacher full day (1) for 5 days - Title 1 100% Materials - Title 1 100%	07/01/2023 - 06/30/2024 Quarterly	Principal YGT Advisor	YGT performances Student participation Culture/Climate Culture-Climate Survey (Student-Staff)|100
Supporting African American students to be prepared for top High School pathways. High School Readiness|100	Provide funding to cover substitute teachers and buses for our Dream Big club	African-American	Title 1 $2,107 Substitute teacher full day (1) for 2 days - Title 1 100% Materials - Title 1 100%	07/01/2023 - 06/30/2024 Semester	Principal Dream Big Advisor	student participation High School Readiness High School Readiness|100
Attendance, Behavior, Academic, SEL Attendance/Chronic Absenteeism Rate|30, Suspension/Explusion	Hughes will fund a 50% Assistant Principal position (along with 50% funding by the	Administration, English Learners, Identified At-Risk Students, Special Education, African-	Title 1 $94,832 Asst. Principal Middle .5 FTE - Title 1 100%	07/01/2023 - 06/30/2024 Daily	Principal Assistant Principal	Ongoing monitoring by prinicpal Attendance/Chronic Absenteeism Rate|30, Suspension/Explusion

Rate|30, Culture-Climate Survey (Student-Staff)|20, SEL Survey|20	District) to provide additional adminsitrative support as an intervention for student academic, behavioral, and SEL support. - Coordinate and implement systems and strategies that will enhance the school climate and support the implementation of tiered and targeted supports. - Provide targeted support to chronically misbehaved students with the highest rate of suspensions by meeting with the parents, observing the student in the classroom, behavior contracts, etc.; provide targeted classroom support to students with highest rates of office referrals - Collaborate with teachers, school community liaison, and admin to conduct	American				Rate|30, Culture-Climate Survey (Student-Staff)|20, SEL Survey|20

	parent involvement meetings to proactively support student achievement. - Lead an attendance team to analyze patterns and trends to take steps to increase attendance rates and decrease chronic absenteeism. - Collect suspension data and facilitate the shift towards more restorative practices. - Facilitates grade level/staff discussions around data to ensure instructional decisions about interventions meet student needs and increase student achievement					

There is a need for students to work on respecting one another (according to PULSE data). We are working on character development through advisory as well. Guest speakers motivate students. Culture-Climate Survey (Student-Staff)|100	Guest speaker to talk about the importance of building community. Baba the Storyteller works with staff and students on finding the value in relationships and team. Baba will come on December 14th and work with our staff during a staff meeting. He will also meet with a target group of students	All Staff, All Students	Title 1 $1,200 Services - Title 1 100%	07/01/2023 - 06/30/2024 Other	Principal	Principal Culture-Climate Survey (Student-Staff)|100

Field trips are a hands on opportunity for students to concrete their learning. Culture-Climate Survey (Student-Staff)|100	Field trips are an important learning experience for students. Hughes was able to secure two fully funded field trips for our 7th and 8th grade students. We are planning another trip for our 6th grade students. The 6th grade students will go to the LA Zoo. They will learn about animals and their habitats while also getting to practice our SEL by working collaboratively with other students in small groups as they go around the zoo. The bus and the entry fee are the expenses associated with this trip. We will need 10 buses and 400 tickets to enter the zoo.	All Students	Title 1 $10,100 Services - Title 1 100% Materials - Title 1 100%	07/01/2023 - 06/30/2024 Annually	Principal	Principal Culture-Climate Survey (Student-Staff)|100

Performing is part of the music program. In addition the opportunity to attend a field trip that highlights music is a learning opportunity for students. Core Curriculum|100	Music students (band, orchestra, and chorus) perform at both Knotts Berry Farm and Disneyland yearly. They are two performances that require buses. In addition the music students go to Disney Music Hall that also requires a bus.	Other Targeted Students	Title 1 $20,000 Services - Title 1 100%	07/01/2023 - 06/30/2024 Annually	Music Teacher	Principal Core Curriculum|100
Academic success SEL support Chronic Absenteeism EL reclassification D/F Rate|40, EL Reclassification|10, Attendance/Chronic Absenteeism Rate|20, SEL Survey|30	The Intervention Counselor is a 1.0 position funded .30 from Title 1 and .70 from the district fund. Our Intervention Counselor's focus will be to facilitate an increase in student achievement and student engagement by reducing chronic absenteeism and supporting social-emotional needs by having daily contact with this target population and providing research-based interventions. This individual will work with the	English Learners, Identified At-Risk Students, African-American	Title 1 $49,258 Counselor .3 FTE - Title 1 100%	07/01/2023 - 06/30/2024 Daily	Principal	Each quarter we will monitor the D/F Rate, Chronic Absenteeism rate, and High School Readiness data. We will monitor the EL Reclassification data twice a year. D/F Rate|40, EL Reclassification|10, Attendance/Chronic Absenteeism Rate|20, SEL Survey|30

	principal to decrease the D/F rate, chronic absenteeism, and increase EL reclassification. The Intervention Counselor will enforce Hughes' Safe & Civil Schoolwide policies and participate in supervision duties as additional ways to connect with students.					
Improving English Language Acquisition for ELL students EL Reclassification|100	Provide two classes of weekly tutoring, two days a week, for ELL students to support their passage of the ELPAC	English Learners	Title 1 $12,450 Teacher Hourly Extra Comp (2) for 72 hours annually - Title 1 100%	07/01/2023 - 06/30/2024 Weekly	Intervention Coordinator Principal	Grades, iReady Assessment, ELPAC EL Reclassification|100

Safety Sense of Belonging Suspension/Explusion Rate|50, Culture-Climate Survey (Student-Staff)|50	Hughes has two Campus Staff Assistants- District allocations is paying for 50% of each of those individuals. Hughes is paying the other 50% of those two CSAs- 25% out of LCFF and the other 25% out of Title 1. This will be to support the educational experience within Hughes by providing a safe and secure environment through building and establishing meaningful relationships with students and staff by using Positive Behavioral Intervention and Support strategies. CSAs will be montoring our tier 2 and tier 3 students as well throughout the week.	All Students	LCFF $48,416 Title 1 $48,415 Campus Staff Assistant 1 FTE - LCFF 50%; Title 1 50%	07/01/2023 - 06/30/2024 Daily	Principal, Assistant Princiapls	Pulse Survey Climate on Campus Student Attendance in Class Suspension/Explusion Rate|50, Culture-Climate Survey (Student-Staff)|50

Resource needs for students to be successful in class High School Readiness|100	Provide funding to our school's Wellness Center to purchase supplemental school supplies for students in need of these resources	Identified At-Risk Students, All Students	Title 1 $5,000 Materials - Title 1 100%	07/01/2023 - 06/30/2024 Biweekly	Social Worker	Student interviews Use of supplies High School Readiness|100
Increase students' sense of safety in a way that is restorative and inclusive of student feedback, participation and ownership of the improvement process. Suspension/Explusion Rate|50, Culture-Climate Survey (Student-Staff)|50	Funding a 50% Parent Liaison/Facilitator (that will connect with the 50% district funded parent/community facilitator) to support buidling a restorative culture that builds community. This person will work with families, connect families to teachers, any community resources, and help support building a safe and postive school culture.	All Students, All Staff	Title 1 $85,379 Program Facilitator .5 FTE - Title 1 100%	07/01/2023 - 06/30/2024 Daily	Principal	Implementation of Restorative Practice Professional Development of Parent Resource Center Modeling RJ practices for staff and students Facilitation of policies/practices Suspension/Explusion Rate|50, Culture-Climate Survey (Student-Staff)|50

Student safety Positive School Culture Culture-Climate Survey (Student-Staff)|100	The Recreation Aides serve to help monitor student behavior before school, during lunch, and after school. They proactively interact with students to help maintain a positive school climate. They will supervise students in the quad, cafeteria, and on the blacktop.	All Students	LCFF Rec $56,460 Hourly - Recreation Aide (6) for 520 hours annually - LCFF Rec 100%	07/01/2023 - 06/30/2024 Daily	Principal	The number of discipline incidents before school, during lunch, and after school will be used as a measure to monitor effectiveness. Culture-Climate Survey (Student-Staff)|100
Students need headphones for SBAC testing. Core Curriculum|100	Headphones to help with state testing.	All Students	Title 1 $2,000 Materials - Title 1 100%	07/01/2023 - 06/30/2024 Annually	Principal	Principal Core Curriculum|100
Labs are a great way of providing hands on learning opportunities. Core Curriculum|100	Science materials for lab experiements.	All Students	Title 1 $5,000 Materials - Title 1 100%	07/01/2023 - 06/30/2024 Monthly	Science Department Head	Principal Core Curriculum|100
Teachers can increase class participation by moving around the room with mobile devices that connect to the new systems here at Hughes. Core Curriculum|100	The purchase of 42 laptop computers, protective cases and 4 iPads to use for classroom instruction, professional development/planning, grading, and any other work function.	All Staff	Title 1 $56,000 Materials - Title 1 100% Materials - Title 1 100% Materials - Title 1 100% Materials - Title 1 100%	07/01/2023 - 06/30/2024 Other	Principal	Principal Core Curriculum|100

Yearbook student leadership Other|100	Sending 10 students to yearbook camp in the Summer fo 2023	Other Targeted Students	LCFF $4,350 Services - LCFF 100%	07/01/2023 - 06/30/2024 Annually	Principal Yearbook Teacher	Yearbook content and product design Other| 100
increase student engagement and conpcetual understanding in math D/F Rate|50, Algebra Participation/Pass| 50	Purchasing of licenses for educational technology platforms to support 8th grade math.	All Staff, Identified At-Risk Students	Title 1 $4,300 Materials - Title 1 100%	07/01/2023 - 06/30/2024 Weekly	Principal Math Department Head	Student Engagement Assesments Grades D/F Rate|50, Algebra Participation/Pass|50
Appropriate technology for publishing yearbook Other| 100	Purchase 4 Mac Desktops to replace outdated devices for yearbook class.	Other Targeted Students	LCFF $7,640 Materials - LCFF 100%	07/01/2023 - 06/30/2024 Daily	Principal Yearbook Teacher	Yearbook participation and product Other|100
Student monitoring of fitness goals/run times Other|100	Purchase a run clock for PE	Other Targeted Students	LCFF $1,699 Materials - LCFF 100%	07/01/2023 - 06/30/2024 Biweekly	Principal PE Department Head	Fitness goals/run times Other|100
Incentive program for student goal attainment Other|100	Purchase recognition items for students who successfully complete their run goals in PE.	Identified At-Risk Students	LCFF $1,155 Materials - LCFF 100%	07/01/2023 - 06/30/2024 Biweekly	Principal PE Department Head	Student run times and recognition Other|100

Accountability Measure 1: Increase Achievement

Program Description for Transitions

Program Description for Transitions

Preschool Transition	Gr. 5 to MS Transition	Gr. 8 to HS Transition
Not applicable to our middle school.	Hughes has a solid articulation program that gear to orientate the new 5th graders in transition to Hughes as well as a smooth transition for our 8th graders leaving middle school to high school. WEB is a welcome committee composed of scholars that help ease the transition from elementary to middle school. This group of Hughes Scholars participate in school tours for upcoming 5th grades. Hughes Ows Night: is a night for parents and students of 5th grade trying to decide what school to attend. This is an opportunity to ask questions and to visit classrooms, talk to teachers and get familiar with the programs and electives that we offer here at Hughes. Active participation in the Education Celebration and Middle School Fair. Here we answer questions and promote our school. Parent Information Night, to answer any questions parents may still have about our school.	Hughes has a solid articulation program that gear to orientate the new 5th graders in transition to Hughes as well as a smooth transition for our 8th graders leaving middle school to highschool. Parent Information Night, to answer any questions parents may still have about our school. Counselor information day for students. Parent Center to answer questions.

Accountability Measure 2: Organizational Climate

Organizational Climate

Organizational Climate					
Indentified Need(s)	**Program & Materials**	**Funding Source & Cost**	**Time Frame**	**Personnel**	**Progress Monitoring for Assessing Effectiveness**
Our sense of belonging data dropped in our Pulse survey for most groups and a bigger drop for our African American students when compared to our previous Pulse survey. We need to work on increasing the sense of belonging. We need to determine programs/supports to help with this work. Our Student Council has looked at the data and is coming up with ways to support a positive climate/culture as well. Study groups are developing to share ideas and think about solutions. This group will follow up information, implementation and new ideas with the administration group every quarter.					

Accountability Measure 3: Professional Development

Professional Development

Professional Development					
Indentified Need(s)	**Planned Staff Development**	**Funding Source & Cost**	**Dates/Hours of Training Session**	**Personnel**	**Tools Used for Monitoring Implementation & Effectiveness**
There is a need to support teachers in creating rigorous lessons aligned to standards. We are working on collaborating as department teams. Core Curriculum|100	Additional funds to support professional development. Teachers will have release days by content to plan using support from the curriculum leaders.	Title 1 $28,379 Substitute teacher full day (56) for 2 days - Title 1 100%	11/01/2023 - 06/30/2024 Quarterly	Principal	Principal

Create safe & civil campus Culture-Climate Survey (Student-Staff)|100	Safe & Civil is a training to support safety and civility in schools. The training provides structures for creating and maintaining systems that support safety and civility on campus. Teachers attended a training summer 2023 to prepare for the school year. During the conference they planned systems of accountability to ensure safety. They created professional development sessions for teachers and created slides that were shared with students & families detailing expectations. The team meets regularly to continue monitoring the safety & civility on campus. This work is supported by the PULSE survey and our Advisory Student Focus Group.	Title 1 $11,868 Teacher Hourly PD Stipend (8) for 24 hours annually - Title 1 100% Manager Additional Assignment (1) for 24 hours annually - Title 1 100%	07/01/2023 - 06/30/2024 Annually	Assistant Principal	Principal
Need to learn strategies for inclusive education and continue to learn new ways to engage all learners. Core Curriculum|100	Send 5 teachers to the national PE conference to learn the latest in physical education to continue improving our practices at Hughes Middle School. The conference fees are $200 per teacher. They will need a 1-day substitute teacher.	Title 1 $2,267 Substitute teacher full day (5) for 1 days - Title 1 100% Materials - Title 1 100%	06/30/2023 - 07/01/2024 Annually	Assistant Principal	Principal

Equity SEL GATE Strategies Differentiation Formative Assessment EL Support High School Readiness|100	Funding to provide PD in the form of whole staff PD in preparation for the new school year, department release days to plan rigorous lessons , materials and individualized PD pl	Title 1 $9,456 LCFF $25,338 Teacher Hourly PD Stipend (50) for 4 hours annually - Title 1 100% Substitute teacher full day (50) for 2 days - LCFF 100%	07/01/2023 - 06/30/2024 Monthly	Principal	PD proposals would include an implementation of learning and monitoring plan

Accountability Measure 3: Professional Development

Teacher Involvement

Describe Teacher Involvement
Written Analysis
Teachers have an input on what type of professional development they will like to attend based on their interests and needs. At least twice a year teachers fill out a survey stating their interests, and needs of specific PDs. Based on this information, professional development is planned for the year.

Professional development is provided for teachers each month during faculty meetings. The professional development is directly aligned to the school's academic and cultural goals. Additional professional development is provided through LBUSD, every teacher will attend several days of QCI or Quality Curriculum Instruction. Multiple opportunities of PDs before or after normal work hours, which allow teachers to discuss research-based instructional practices, review and analyze student achievement data, and create common assessments. In addition, Department Heads provide professional development during their monthly department meetings to share best practices and curriculum based instruction and assessments.

Many program and policy decisions are approved by the Site Based Decision Making Team (SBDM). The SBDM Committee is composed of at least 8 teachers who have been voted in by their colleagues. This committee meets monthly to discuss issues related to student opportunity and achievement.

The primary function of the School Site Council is to monitor and approve the Single Plan for Student Achievement, which includes categorical funds and the site budget. This committee meets monthly and includes 5 teachers who have been selected by their colleagues. |

Accountability Measure 4: Parent & Community

Parent and Community

Parent and Community Involvement

Indentified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Method for Assessing Effectiveness
Increasing parent involvement and providing education on topics related to middle school students Culture-Climate Survey (Parent)|100	To provide funds to support parent education opportunities including pay for staff, speakers, materials, and light refreshments.	Par Inv $6,323 Teacher Hourly Extra Comp (25) for 2 hours annually - Par Inv 100% Materials - Par Inv 100%	07/01/2023 - 06/30/2024 Monthly	Principal	Parent Communication Parent Involvement Partent Engagement in workshops

School Budget for Categorical Programs

The following site budget represents programs funded through the Consolidated Application. This Budget summary lists the funds that are to be consolidated as part of a schoolwide program. The SPSA's budgeted activities have been approved by the School Site Council and are in compliance with program regulations.

Federal Programs (to Consolidate)	Allocation
Title I (3010)	622543
Title I Parent and Family Involvement (3008)	6922

The following amounts are the school's share of Title I required and allowed reservations:

Share	Services	Amount
Administrative Share	Services provided to sites as part of Title I program leadership: EEP and Early Childhood Education; Additional reservation for Parent Involvement (over 1% requirement); Homeless Education; Reading Intervention/Private Schools; Foster Care Social Worker; TK Teachers; Behavioral Specialist; Male/Female Leadership Academy; Research LROIX Development.	NA
Centralized Services Share	Middle School Summer Bridge, Homework Helpline 562.437.2859, Travel/Conferences, Education Celebration, CORE, Data PD/ Summer Admin PD, Supplemental Examinations (GORT), Kinder Festival, Robotics, SEAL Summer Program, SSC Institute, APEX Online, Harmony Project.	NA

State Programs *	Allocation
LCFF	99400

* It is understood that LCFF funding are district-directed; however, in the spirit of effective stakeholder engagement and transparency, LBUSD has included LCFF activities in the SPSA.

Spring Adjustment:

During the beginning of the school year, the state projects the amount that the district receives in Title I and other resources and sometimes adjustments are made mid-year to the allotment, as a result of the Consolidated Application (completed annually in February). Although most years, there is no difference in the site allocations. In the event that there is an adjustment, LBUSD will notify all site principals, who will announce the adjustment to the SSC.

Title I Reservations
Title I Reservations are used for required or Board-approved services. These reservations are made prior to Title I allocations to school sites and are designed to provide central services to Title I and/or underserved, underperforming schools. Listed programs and services are budgeted for the school year and may be slightly altered depending on need changes and budget adjustments.

Administrative Share & Reservations Title I Program Administration
Equity, Engagement & Partnerships (EEP), **State and Federal Programs** (SFP): Personnel to provide leadership for state and federal supplemental programs, Parent University offering parent workshops and community engagement. Early Childhood Education (CDC, Educare, Head Start): Personnel (incl. pre-K teachers of subsidized program, office assistants)

Parent Involvement (additional funds beyond the required 1%)
Parent University Staff to help families understand & access information, as well as become a true partner in education. In addition to providing parent trainings, staff works with parent engagement events, such as Education Celebration. Multilingual staff helps support parent engagement activities as well as personalizes information for non-English speaking families.

Homeless Education
Providing homeless students and families with supplies (uniforms, basic needs), social service referrals, transportation, and counseling.

Social Worker: Foster Care
Provides ongoing intensive case management services for foster youth and families, maintaining compliance with AB216 and AB490 regarding foster rights. In addition, collaborates with community partners to address foster youth needs, including with DCFS for tracking and consultation. Provides trainings for site counselors and staff.

Behavior Specialist
Works with elementary schools to ensure that schools are using best practices when working with Tier 2 students not experiencing success with self-control.

Male and Female Leadership Academy
The leadership academies strive to improve the graduation rate of underrepresented promising students and develop successful leaders by addressing the multi-faceted issues facing young women and men. The reservation provides personnel at high needs schools to coordinate the

academies.

Research LROIX Development
LROIX is LBUSD's data hub to help schools access pertinent, focused, live data; formulate needs assessments; and create effective interventions. The reservation provides personnel to maintain and develop the complex system.

Centralized Services

Middle School Summer Bridge
Provides a summer math program focusing on students needing a "head start" prior to entering the next middle school grade level.

Homework Helpline 562.437.2859
Homework Helpline consists of teachers guiding students through homework assignments via the telephone. The service is free to LBUSD students.

Travel/Conferences
Enables staff to develop requisite knowledge about the program(s) they lead.

Education Celebration
The annual Education Celebration features K-8 schools in one location to engage parents about site programs and features. In addition to the schools, city representatives and district resources are also present to engage parents.

CORE
The CA Office to Reform Education is a partnership of large CA urban school districts. Part of the CORE collaborative is data sharing and accountability, including the CORE surveys of parents, staff and students in grades 4-12 on a range of school climate indicators.

Data PD / Summer Admin PD
This pre-service professional development is designed for site leaders to engage in analyzing new data and begin the planning process for student needs assessment, closing the achievement gap and addressing school goals.

Supplemental Examinations
These specialized exams are supplemental and are intended to augment district formative assessments to better understand student

achievement and skill acquisition.

Kinder Festivals
The K-Fests are a series of parent involvement activities designed to introduce entering Kinder families to the system, including live student groups with teachers, parent resources and training to understand the kinder curriculum and expectations.

Robotics
These supplemental materials are designed to assist in research and special programs related to STEM.

SEAL Summer Program
The Summer Enrichment and Learning (SEAL) program provides students instruction in a variety of coursework during the summer break. Students are provided learning opportunities to strengthen skills.

APEX Online
APEX Learning program is a computerized independent learning program, coupled with teacher-directed instruction designed to assist students to address gaps in knowledge.

Youth Orchestra
Music instruction and opportunities on weekends. Students receive instruction from professional music performers in string instruments.

School Site Council Membership

Member Group	Representing	Name	Elected Term Ends
Staff	Principal	Maria Pilar Perossio	07-31-2025
Staff	Classroom Teacher	Tiffany Lockshaw	07-31-2024
Staff	Classroom Teacher	Jeniffer Halz	07-31-2024
Staff	Classroom Teacher	Frances Salgado	07-31-2025
Staff	Classroom Teacher	Brandon Rios0	07-31-2025
Staff	Non Classroom Teacher	Christina Maben	07-31-2024
Community	Parent	Violeta █	07-31-2025
Community	Parent	Yahaira █	07-31-2025
Community	Parent	Veronica █	07-31-2025
Community	Student	█	07-31-2024
Community	Student	█	07-31-2024
Community	Student	█	07-31-2024

English Learner Advisory Committee Membership

The following are members of the English Learner Advisory Committee, who duly advised and made recommendations to the School Site Council on the school's program, goals, and objectives for English learners.

Position	Representing	Name
Chair	Parent of EL Student (required)	Juan ███████████
DELAC Representative	Parent of EL Student (required)	Tania ██████
Principal or Designee	Staff Member (required)	Maria Pilar Perossio
Secretary	Parent of Non-EL Student (required)	Maria ██████

Name	Representing

ELAC Recommendations

Pursuant to Education Code, Section 52176, the school's English Learner Advisory Committee (ELAC) conducted a needs assessment as it pertains to English Learner (EL) students and presented the following recommendations about programs and services that will assist EL students to achieve standards.

Question	Answer
1. Does the school have more than 20 EL students enrolled?	Y
2. At which ELAC meeting did ELAC approve its Recommendations?	11/15/2023
3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement:	Parents surveyed requested after-school tutoring in the area of math and language arts. For our ELL students we recommend after school tutoring. The tutoring should happen at least twice a week for twelve weeks. The recommendation is for two Teachers tutoring ELL students and providing language support in the areas of mathematics and English Language Arts. We recommend Saturday School for ELs for the second semester. Saturday school should focus on English Language Acquisition and language support.
4. What types of data did ELAC use to determine the need for the listed recommendations (add any that apply):	EL Student Grades CELDT/ELPAC Results Language Census Data EL Attendance Rates Other: IReady Test results
5. At which SSC meeting were the ELAC recommendations presented? Ensure that the SSC Agenda and SSC Minutes list the receipt of the ELAC Recommendations	11/15/2023

6. What was SSC's response to ELAC recommendations?	We thank the ELAC members for their recommendations to support academic achievement for our English Language Learners in the area of mathematics and ELA. Members of SSC are in support and have been in consultation in considering some options for interventions that will target EL's Further information regarding the interventions will be made available at a later date. Once again, thank you for your recommendations and we look forward to our continued collaboration throughout the year.

Assurances & Approval

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the Consolidated Application, pursuant to California Education Code, Section 64001 and the federal Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESSA). The SPSA's purpose is to increase the overall effectiveness of the school program by crafting a site strategic plan that maximizes the resources available to the school. The School Site Council (SSC) is required to analyze data as part of a needs assessment, develop the SPSA, which approves programs and services in support of an annual budget to promote student achievement, pursuant to California Education Code, Sections 52853 and 52855. SSC's approach to the utilization of federal resources to support underserved, underachieving students by providing interventions that are aligned with the school and district goals and promote continuous improvement.

Assurances:

1. School Site Council received recommendations from ELAC at the following SSC meeting(s): 11/15/2023
2. The SSC approved the **Home-School Compact** on 09/19/2023
3. The SSC approved the **Parent Involvement Guidelines** on 09/19/2023
4. Our School held **two Title I Annual Parent Meetings** (input dates if a Title I school): 09/28/2023, 09/29/2023
5. SSC Participated in the Annual Evaluation of SPSA:02/06/2024
6. The SPSA was approved at the following SSC Meeting: 02/06/2024

LBUSD Board of Education Approval Date:

Signatures:

Principal: _____ Printed Name: _____ Date: _____

SSC Chair: _____ Printed Name: _____ Date: _____

ELAC Chair: _____ Printed Name: _____ Date: _____

SBAC ELA 2023 :: School Data by Subgroup

Hughes

Category		Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
			Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
All Students	1,238	1238	51%	29	22	31	18	49%	↓2		↓4
		All Middle	54%	29	25	29	16	46%	↓1		↓2
		District	52%	29	23	26	22	48%	↑-		↓1
Grade	Gr. 06	406	57%	33	24	25	19	43%	↓8		↓13
		All Middle	57%	30	27	27	16	43%	↓2		↓8
		District	56%	29	27	27	17	44%	↓2		↓8
	Gr. 07	416	46%	29	17	35	19	54%	↑4		↑4
		All Middle	51%	28	24	32	17	49%	↓1		↑4
		District	50%	27	23	32	18	50%	↓2		↑4
	Gr. 08	416	51%	25	25	32	17	49%	↓1		↓3
		All Middle	55%	29	25	30	16	45%	↓-		↓4
		District	53%	28	25	30	17	47%	↓1		↓4
Ethnicity	Hispanic	592	57%	33	23	31	12	43%	↓2		↓3
		All Middle	60%	32	28	28	11	40%	↓1		↓3
		District	58%	33	25	26	16	42%	↓-		↓1
	African American	207	66%	42	24	22	13	34%	↓5		↓6
		All Middle	70%	43	27	22	8	30%	↓3		↓3
		District	67%	42	25	21	12	33%	↓-		↓1
	Other	136	35%	15	20	31	34	65%	↓1		↓4
		All Middle	36%	16	20	34	30	64%	↑-		↓1
		District	33%	16	17	29	38	67%	↑1		↓-
	Asian	111	36%	16	20	40	24	64%	↓5		↓8
		All Middle	36%	17	19	35	29	64%	↓2		↓-
		District	34%	17	18	30	36	66%	↑-		↑1

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.
*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

SBAC ELA 2023 :: School Data by Subgroup

Hughes

Category		Tested	Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	2 yr Chg	3 yr Chg	% Cohort Chg
Ethnicity	Cambodian	103	41%	18	22	32	27	59%	↓5		↓8
		All Middle	39%	18	21	35	26	61%	↑-		↑1
		District	39%	19	20	32	29	61%	↑1		↑3
	White	98	29%	17	11	30	42	71%	↑14		↓1
		All Middle	27%	12	15	37	36	73%	↑-		↓2
		District	26%	11	15	30	44	74%	↑1		↓2
	Filipino	76	43%	18	25	38	18	57%	↓6		↓3
		All Middle	32%	10	21	34	35	68%	↑2		↑2
		District	28%	11	17	31	41	72%	↑2		↑1
	Pacific Islander	18*	67%	28	39	33		33%	↓2		-
		All Middle	60%	31	29	36	5	40%	↓-		↓3
		District	63%	31	32	28	9	38%	↓2		↓2
Gender	Female	584	47%	25	22	32	21	53%	↓4		↓4
		All Middle	49%	25	24	32	19	51%	↓2		↓2
		District	47%	25	22	28	24	53%	↓-		↓1
	Male	650	55%	33	22	29	16	45%	↓-		↓4
		All Middle	59%	33	26	27	14	41%	↑-		↓3
		District	56%	33	23	25	19	44%	↑1		↓1
	Nonbinary	4*	25%		25	75		75%	↑15		-
		All Middle	43%	17	26	48	9	57%	↓4		↓7
		District	40%	13	27	38	22	60%	↑6		↓6
Special Populations	EL + RFEP	277	60%	35	26	27	13	40%	↓8		↓7
		All Middle	64%	35	29	26	10	36%	↓2		↓2
		District	64%	38	26	24	12	36%	↓1		↓1

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SBAC ELA 2023 :: School Data by Subgroup

Hughes

Category			Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
				Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
Special Populations	ELL		79	89%	70	19	11		11%	↑8		↑6
		All Middle	92%	65	26	8		8%	↑3		↑1	
		District	86%	60	25	11 3		14%	↑4		↑2	
	RFEP		198	49%	21	28	33	18	51%	↓7		↓11
		All Middle	48%	18	30	36	16	52%	↓1		↓4	
		District	44%	17	27	35	21	56%	↑-		↓4	
	Foster		11*	73%	55	18	27		27%	↑7		-
		All Middle	76%	49	27	20 4		24%	↓3		↓6	
		District	75%	50	25	16 9		25%	↓3		↓4	
	GATE/Excel		323	15%	3 12	37	48		85%	↓3		↓4
		All Middle	16%	4 12	40	44		84%	↓3		↓3	
		District	14%	3 11	32	54		86%	↓-		↓4	
	Homeless		128	66%	39	27	28	6	34%	↓6		↓1
		All Middle	68%	40	28	25	7	32%	↓3		↓2	
		District	64%	40	24	24	12	36%	↓1		-	
	Homeless/Foster		139	66%	40	26	28	6	34%	↓6		↓2
		All Middle	69%	41	28	25	7	31%	↓3		↓3	
		District	65%	41	24	23	12	35%	↓1		↓-	
	Low SES		1200	51%	29	22	31	18	49%	↑7		↓4
		All Middle	59%	32	27	28	13	41%	↑1		↓2	
		District	59%	34	25	25	16	41%	↑1		↓1	
	Special Ed.		143	84%	69	15	13 3		16%	↑1		↓2
		All Middle	87%	66	21	10 3		13%	↑1		↑-	
		District	84%	65	19	11 5		16%	↑1		↑1	

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*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

Report Name:SBAC - Achievement_Report - ARC Report #1006

SBAC ELA 2023 :: School Data by Subgroup

Hughes

Category		Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
			Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
Special Populations	Spec Ed. Speech/RSP	113	80%	61	19	17	4	20%	↑1		↓2
		All Middle	82%	57	25	14	4	18%	↑1		↑-
		District	79%	56	23	14	7	21%	↑2		↑1

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.
*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

Report Name:SBAC - Achievement_Report - ARC Report #1006

SBAC Math 2023 :: School Data by Subgroup

Hughes

Category		Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
			Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
All Students	1,222	1222	63%	39	24	17	19	37%	↓1		↓3
		All Middle	70%	44	25	16	14	30%	↓-		↓2
		District	66%	40	26	19	18	34%	↑1		↓5
Grade	Gr. 06	401	64%	37	26	19	17	36%	↓5		↓4
		All Middle	68%	41	27	17	14	32%	↑-		↓2
		District	67%	39	27	18	15	33%	↑1		↓1
	Gr. 07	412	58%	36	22	20	22	42%	↑1		↑2
		All Middle	68%	42	26	18	14	32%	↑1		↑-
		District	68%	42	26	18	15	32%	↑1		↑-
	Gr. 08	409	68%	44	23	13	19	32%	↓2		↓8
		All Middle	73%	50	23	13	13	27%	↓2		↓4
		District	72%	49	23	14	14	28%	↓2		↓3
Ethnicity	Hispanic	581	70%	45	25	18	12	30%	↓1		↓1
		All Middle	77%	50	27	14	9	23%	↓-		↓2
		District	72%	45	27	17	11	28%	↑2		↓5
	African American	206	79%	56	22	11	11	21%	↓4		↓5
		All Middle	84%	62	22	10	6	16%	↓-		↓-
		District	82%	57	25	12	6	18%	↑1		↓4
	Other	133	42%	20	23	23	35	58%	↑2		↓6
		All Middle	50%	25	25	23	27	50%	↑-		↓3
		District	45%	23	22	24	31	55%	↑-		↓5
	Asian	112	54%	27	28	18	28	46%	↓10		↓9
		All Middle	52%	28	24	21	27	48%	↓4		↓2
		District	49%	25	24	22	29	51%	↓1		↓6

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*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

Report Name:SBAC - Achievement_Report - ARC Report #1006

SBAC Math 2023 :: School Data by Subgroup

Hughes

Category		Tested	Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	2 yr Chg	3 yr Chg	% Cohort Chg
Ethnicity	Cambodian	103	57%	32	25	16	27	43%	↓5		↓8
		All Middle	57%	30	27	22	22	43%	↓3		↓4
		District	55%	28	27	23	23	45%	↓2		↓5
	White	96	31%	18	14	23	46	69%	↑16		↑4
		All Middle	39%	20	20	28	33	61%	↑2		↑1
		District	38%	17	21	27	35	62%	↑3		↓6
	Filipino	76	61%	29	32	14	25	39%	↓12		↓15
		All Middle	51%	22	29	20	29	49%	↓2		↓4
		District	44%	19	25	24	33	56%	↓-		↓6
	Pacific Islander	18*	83%	50	33	11	6	17%	↓5		-
		All Middle	79%	45	33	15	7	21%	↓1		↓3
		District	76%	46	30	17	8	24%	↓-		↓5
Gender	Female	578	65%	41	24	17	17	35%	↓3		↓4
		All Middle	71%	45	26	16	13	29%	↓1		↓1
		District	67%	41	26	18	14	33%	↑1		↓5
	Male	640	62%	38	24	17	21	38%	↑-		↓3
		All Middle	69%	44	25	16	15	31%	↑-		↓2
		District	64%	39	25	19	17	36%	↑2		↓5
	Nonbinary	4*	25%		25	50	25	75%	↑15		-
		All Middle	61%	43	17	22	17	39%	↓1		↑3
		District	62%	42	20	22	16	38%	↑4		↓2
Special Populations	EL + RFEP	276	72%	47	25	17	11	28%	↓5		↓4
		All Middle	79%	53	26	13	8	21%	↓1		↓2
		District	77%	52	26	14	8	23%	↑1		↓6

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.
*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

Report Name:SBAC - Achievement_Report - ARC Report #1006

SBAC Math 2023 :: School Data by Subgroup

Hughes

Category		Tested	Percent by Achievement Level — Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	2 yr Chg	3 yr Chg	% Cohort Chg
Special Populations	**ELL**	81	98%	85	12	2		2%	↑1		↓2
		All Middle	97%	82	15	3		3%	↑1		↓1
		District	90%	68	22	8	2	10%	↑3		↓-
	RFEP	195	62%	32	30	23	16	38%	↓2		↓5
		All Middle	69%	36	33	19	12	31%	↑-		↓3
		District	66%	36	30	20	14	34%	↑1		↓9
	Foster	10*	90%	70	20	10		10%	↓10		-
		All Middle	87%	67	20	10	3	13%	↑1		↓2
		District	85%	62	23	13	2	15%	↑2		↓3
	GATE/Excel	324	21%	6	15	26	53	79%	↓4		↓4
		All Middle	29%	9	20	29	42	71%	↓3		↓4
		District	26%	8	18	28	47	74%	↑2		↓9
	Homeless	125	78%	54	25	14	7	22%	↓3		↓5
		All Middle	83%	57	26	11	6	17%	↓1		↓2
		District	78%	52	26	14	8	22%	↑-		↓4
	Homeless/Foster	135	79%	55	24	14	7	21%	↓4		↓7
		All Middle	84%	58	26	11	6	16%	↓1		↓2
		District	79%	53	25	14	7	21%	↑1		↓4
	Low SES	1185	63%	39	24	18	19	37%	↑6		↓3
		All Middle	75%	49	26	14	10	25%	↑2		↓2
		District	73%	46	27	17	11	27%	↑2		↓5
	Special Ed.	134	90%	78	12	6	4	10%	↑2		↑4
		All Middle	92%	79	13	5	3	8%	↑1		↑1
		District	88%	72	16	8	5	12%	↑2		↓1

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.
*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

Report Name:SBAC - Achievement_Report - ARC Report #1006

SBAC Math 2023 :: School Data by Subgroup

Hughes

Category		Tested	Percent by Achievement Level							2 yr Chg	3 yr Chg	% Cohort Chg
			Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded				
Special Populations	Spec Ed. Speech/RSP	109	87%	73	14	7	6	13%		↑3		↑5
		All Middle	89%	72	17	7	4	11%		↑1		↑1
		District	84%	64	20	10	6	16%		↑2		↓1

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.
*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

SBAC Science 2023 :: School Data by Subgroup

Hughes

Category		Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
			Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
All Students	416	416	69%	14	55	20	11	31%	↑2		–
		District	74%	17	57	18	8	26%	↑1		–
		All Middle	78%	22	57	16	6	22%	↓1		–
Grade	Gr. 08	416	69%	14	55	20	11	31%	↑2		–
		All Middle	78%	22	57	16	6	22%	↓1		–
		District	77%	21	56	16	7	23%	↓1		–
Ethnicity	Hispanic	192	79%	16	63	17	5	21%	↓1		–
		District	81%	19	62	15	4	19%	↑1		–
		All Middle	85%	24	61	12	3	15%	↓–		–
	African American	71	72%	24	48	20	8	28%	↑14		–
		District	86%	29	57	12	2	14%	↑1		–
		All Middle	88%	38	50	10	2	12%	↓1		–
	Asian	47	57%	6	51	26	17	43%	↓8		–
		District	57%	6	50	28	15	43%	↑2		–
		All Middle	61%	10	51	28	11	39%	↓–		–
	Cambodian	42	67%	14	52	17	17	33%	↓11		–
		District	65%	9	56	25	10	35%	↑–		–
		All Middle	71%	14	58	21	8	29%	↓2		–
	Other	41	59%	10	49	27	15	41%	↓9		–
		District	56%	11	46	25	18	44%	↓–		–
		All Middle	62%	14	48	23	15	38%	↓–		–
	White	29	34%	10	24	24	41	66%	↑42		–
		District	51%	6	45	29	20	49%	↑1		–
		All Middle	53%	8	45	28	19	47%	↓1		–

The percentages in each Claim may not equal 100% due to rounding.
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*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

Report Name:SBAC - Achievement_Report - ARC Report #1006

SBAC Science 2023 :: School Data by Subgroup

Hughes

Category		Tested	Percent by Achievement Level (Not+Nearly Met / Not Met / Nearly Met / Met / Exceeded / Met+Exceeded)						2 yr Chg	3 yr Chg	% Cohort Chg
Ethnicity	Filipino	29	66%	66		17	17	34%	↓17		–
		District	54%	5	49	29	18	46%	↑2		–
		All Middle	64%	5	59	23	13	36%	↓3		–
	Pacific Islander	7*	86%	14	71	14		14%	↑14		–
		All Middle	91%	23	68	9		9%	↓1		–
		District	88%	20	69	10	2	12%	↓4		–
Gender	Female	200	70%	11	59	20	11	30%	↑3		–
		District	75%	15	60	18	7	25%	↑1		–
		All Middle	78%	19	59	16	6	22%	↑-		–
	Male	214	68%	17	51	20	12	32%	↑1		–
		District	74%	19	55	18	8	26%	↑1		–
		All Middle	79%	24	54	15	6	21%	↓2		–
	Nonbinary	2*	100%	100				0%	↓33		–
		All Middle*	82%	18	64	18		18%	↓11		–
		District	68%	18	50	14	18	32%	↑11		–
Special Populations	EL + RFEP	94	77%	15	62	20	3	23%	↓2		–
		District	84%	21	63	13	3	16%	↑1		–
		All Middle	87%	26	61	11	2	13%	↓1		–
	ELL	27	96%	41	56	4		4%	↓3		–
		District	98%	40	58	2		2%	↑-		–
		All Middle	100%	52	48			0%	↓-		–
	RFEP	67	69%	4	64	27	4	31%	↑3		–
		District	75%	10	66	20	5	25%	↑3		–
		All Middle	80%	12	68	17	4	20%	↑1		–

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SBAC Science 2023 :: School Data by Subgroup

Hughes

Category		Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
			Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
Special Populations	GATE/Excel	113	31%	4	27	35	34	69%	↓1		-
		District	43%	3	41	34	23	57%	↓2		-
		All Middle	47%	3	44	33	19	53%	↓11		-
	Foster	All Middle	96%	37	59	4		4%	↓6		-
		District	88%	31	58	8	4	12%	↓3		-
	Homeless	42	90%	24	67	7	2	10%	↓10		-
		All Middle	91%	34	57	6	2	9%	↓4		-
		District	86%	24	62	10	3	14%	↓1		-
	Homeless/Foster	42	90%	24	67	7	2	10%	↓10		-
		All Middle	91%	34	57	6	2	9%	↓4		-
		District	87%	25	62	10	3	13%	↓1		-
	Low SES	404	70%	14	55	19	11	30%	↑8		-
		All Middle	83%	24	59	13	4	17%	↑1		-
		District	81%	20	61	15	4	19%	↑2		-
	Special Ed.	38	84%	37	47	16		16%	↑4		-
		All Middle	96%	50	46	4		4%	↓1		-
		District	93%	47	46	5	2	7%	↑1		-
	Spec Ed. Speech/RSP	33	82%	27	55	18		18%	↑3		-
		All Middle	94%	41	53	5		6%	↓2		-
		District	90%	37	53	7	3	10%	↑1		-

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.
*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

SBAC ELA GROWTH REPORT 2023 School Growth Data by Subgroup
Hughes

Category			N	Average Scale Score Change from Prior Year to This Year	Percent of Students Change in Scale (Comparing prior year's scale score to this year) Growth Target			
					Declined	Below Target	Above Target	Accelerated*
All Students	1,182		1182	6	45	12	13	29
			All Middle	16	40	13	13	33
			District	25	34	15	16	34
Grade	Gr. 06 (Minimum Growth Target: 27)		393	-9	54	14	14	18
			All Middle	11	43	16	16	25
			District	11	43	16	16	25
	Gr. 07 (Minimum Growth Target: 25)		394	20	35	17	17	31
			All Middle	29	32	14	16	38
			District	29	32	14	16	38
	Gr. 08 (Minimum Growth Target: 14)		395	7	47	6	9	38
			All Middle	7	46	8	8	38
			District	7	45	8	8	38
Ethnicity	Hispanic		565	8	44	10	16	30
			All Middle	15	41	12	14	33
			District	24	35	15	16	34
	African American		200	3	47	13	14	27
			All Middle	16	41	13	12	33
			District	24	36	16	15	33
	Other		126	9	47	13	10	30
			All Middle	18	40	14	12	34
			District	29	32	16	17	35

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.
^Not currently a significant subgroup.
*Accelerated Growth = At least double the minimum growth target for the grade level.

Report Name:SBAC - Growth Report - ARC Report #1109

(Note: The full left margin vertically reads "ELA" for all rows below "All Students")

SBAC ELA GROWTH REPORT 2023 School Growth Data by Subgroup
Hughes

Category			Average Scale Score Change from Prior Year to This Year	Percent of Students Change in Scale (Comparing prior year's scale score to this year) Growth Target: Declined / Below Target / Above Target / Accelerated*			
		N		Declined	Below Target	Above Target	Accelerated*
ELA	**Ethnicity**	Asian	108	4	46	16	8	30
		Asian All Middle	23		36	15	13	36
		Asian District	33		30	16	16	38
		Cambodian	101	12	44	12	8	37
		Cambodian All Middle	24		35	13	14	38
		Cambodian District	33		30	16	17	37
		White	95	9	44	16	14	26
		White All Middle	14		40	16	13	31
		White District	26		33	16	16	35
		Filipino	72	1	40	18	7	35
		Filipino All Middle	20		37	14	12	36
		Filipino District	29		32	14	16	37
		Pacific Islander	16^	-	69	13	6	13
		Pacific Islander All Middle	21		35	16	15	34
		Pacific Islander District	26		32	17	18	33
	Gender	Female	557	10	43	12	13	32
		Female All Middle	15		41	13	13	33
		Female District	27		34	15	16	34
		Male	622	2	47	13	14	27
		Male All Middle	16		40	13	13	34
		Male District	24		35	15	16	34

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.
^Not currently a significant subgroup.
*Accelerated Growth = At least double the minimum growth target for the grade level.

Report Name:SBAC - Growth Report - ARC Report #1109

SBAC ELA GROWTH REPORT 2023 School Growth Data by Subgroup
Hughes

Category			N	Average Scale Score Change from Prior Year to This Year	Percent of Students Change in Scale (Comparing prior year's scale score to this year) Growth Target: Declined / Below Target / Above Target / Accelerated*
ELA	**Gender**	Nonbinary	3^	-	67 / 33 / 0
			All Middle	21	29 / 19 / 5 / 48
			District	21	33 / 15 / 8 / 44
	Special Populations	EL + RFEP	260	6	45 / 12 / 10 / 33
			All Middle	16	40 / 11 / 14 / 35
			District	24	36 / 13 / 15 / 36
		ELL	66	19	36 / 9 / 9 / 45
			All Middle	21	36 / 11 / 14 / 39
			District	31	31 / 16 / 18 / 35
		RFEP	194	3	48 / 13 / 10 / 28
			All Middle	14	42 / 11 / 14 / 33
			District	19	39 / 12 / 14 / 36
		Foster	9^	-	44 / 22 / 33
			All Middle	18	44 / 13 / 14 / 29
			District	21	40 / 12 / 20 / 29
		GATE/Excel	321	6	47 / 11 / 15 / 28
			All Middle	14	41 / 13 / 15 / 31
			District	25	34 / 15 / 18 / 33
		Homeless	116	2	51 / 15 / 11 / 23
			All Middle	16	40 / 14 / 14 / 32
			District	26	33 / 16 / 17 / 34

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.
^Not currently a significant subgroup.
*Accelerated Growth = At least double the minimum growth target for the grade level.

Report Name:SBAC - Growth Report - ARC Report #1109

SBAC ELA GROWTH REPORT 2023 School Growth Data by Subgroup
Hughes

Category			N	Average Scale Score Change from Prior Year to This Year	Percent of Students Change in Scale (Comparing prior year's scale score to this year)			
					Growth Target			
					Declined	Below Target	Above Target	Accelerated*
E L A	Special Populations	Homeless/Foster	125	4	50	15	10	24
			All Middle	16	40	14	14	32
			District	25	34	16	17	33
		Low SES	1147	5	45	13	13	29
			All Middle	16	40	13	13	34
			District	25	35	15	16	34
		Special Ed.	132	6	43	17	12	28
			All Middle	18	39	12	12	36
			District	25	35	15	15	35
		Spec Ed. Speech/RSP	107	7	42	18	10	30
			All Middle	15	42	12	12	34
			District	26	35	15	16	34

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.
^Not currently a significant subgroup.
*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC Math GROWTH REPORT 2023 School Growth Data by Subgroup
Hughes

Category			N	Average Scale Score Change from Prior Year to This Year	Declined	Below Target	Above Target	Accelerated*
Math	All Students	1,155	1155	6	45	13	14	29
			All Middle	10	43	13	13	32
			District	16	38	19	18	24
	Grade	Gr. 06 (Minimum Growth Target: 24)	385	4	44	16	16	24
			All Middle	15	39	16	15	30
			District	17	38	16	16	31
		Gr. 07 (Minimum Growth Target: 17)	384	15	37	12	12	39
			All Middle	11	43	11	11	36
			District	11	43	11	10	36
		Gr. 08 (Minimum Growth Target: 19)	386	-1	52	10	12	26
			All Middle	4	46	11	12	31
			District	5	46	11	12	31
	Ethnicity	Hispanic	551	1	48	13	11	28
			All Middle	8	44	12	12	31
			District	15	39	19	18	24
		African American	193	4	46	10	13	31
			All Middle	9	44	13	12	32
			District	14	40	19	17	24
		Other	124	18	35	15	17	33
			All Middle	16	38	15	13	34
			District	22	34	22	19	26

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.
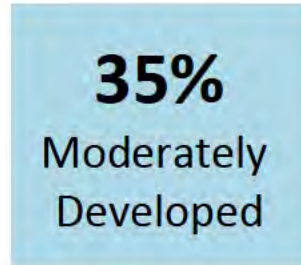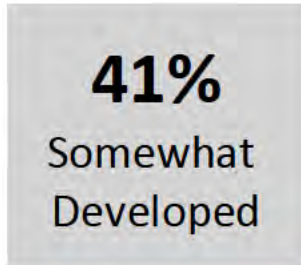^Not currently a significant subgroup.
*Accelerated Growth = At least double the minimum growth target for the grade level.

Report Name:SBAC - Growth Report - ARC Report #1109

SBAC Math GROWTH REPORT 2023 School Growth Data by Subgroup
Hughes

2/7/24

Category			N	Average Scale Score Change from Prior Year to This Year	Percent of Students Change in Scale (Comparing prior year's scale score to this year) Growth Target			
					Declined	Below Target	Above Target	Accelerated*
Math	Ethnicity	Asian	107	3	43	17	13	27
			All Middle	13	40	12	14	34
			District	19	36	19	20	26
		Cambodian	100	3	41	21	12	26
			All Middle	10	41	13	13	33
			District	19	36	19	20	25
		White	92	24	35	11	21	34
			All Middle	17	36	15	13	36
			District	18	34	22	19	24
		Filipino	72	8	42	13	18	28
			All Middle	21	38	11	14	37
			District	22	36	17	22	26
		Pacific Islander	16^	-	56	6	13	25
			All Middle	10	48	6	15	31
			District	13	42	17	18	24
	Gender	Female	548	6	45	12	12	30
			All Middle	9	43	12	13	31
			District	16	38	19	19	24
		Male	603	7	44	13	15	28
			All Middle	11	42	13	12	33
			District	16	38	20	18	25

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.
^Not currently a significant subgroup.
*Accelerated Growth = At least double the minimum growth target for the grade level.

Report Name:SBAC - Growth Report - ARC Report #1109

SBAC Math GROWTH REPORT 2023 School Growth Data by Subgroup
Hughes

Category			N	Average Scale Score Change from Prior Year to This Year	Percent of Students Change in Scale (Comparing prior year's scale score to this year) — Declined / Below Target / Above Target / Accelerated*
Math	Gender	Nonbinary	4^	-	75 / — / — / 25
		All Middle		10	41 / 5 / 14 / 41
		District		5	38 / 20 / 18 / 25
	Special Populations	EL + RFEP	255	3	45 / 14 / 13 / 28
		All Middle		8	44 / 12 / 13 / 31
		District		11	41 / 18 / 17 / 24
		ELL	64	10	48 / 13 / 6 / 33
		All Middle		9	45 / 11 / 10 / 34
		District		22	35 / 19 / 19 / 26
		RFEP	191	2	43 / 15 / 16 / 26
		All Middle		7	44 / 13 / 14 / 30
		District		6	46 / 17 / 15 / 23
		Foster	9^	-	67 / — / — / 33
		All Middle		11	49 / 9 / 6 / 35
		District		19	39 / 16 / 19 / 25
		GATE/Excel	320	15	38 / 16 / 14 / 32
		All Middle		16	37 / 15 / 15 / 33
		District		19	35 / 21 / 20 / 25
		Homeless	114	-3	48 / 12 / 11 / 28
		All Middle		6	46 / 13 / 12 / 29
		District		13	40 / 19 / 17 / 24

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.
^Not currently a significant subgroup.
*Accelerated Growth = At least double the minimum growth target for the grade level.

Report Name:SBAC - Growth Report - ARC Report #1109

SBAC Math GROWTH REPORT 2023 School Growth Data by Subgroup
Hughes

Category			N	Average Scale Score Change from Prior Year to This Year	Percent of Students Change in Scale (Comparing prior year's scale score to this year) Growth Target			
					Declined	Below Target	Above Target	Accelerated*
Math	Special Populations	Homeless/Foster	123	-3	50	11	11	28
			All Middle	6	46	13	12	29
			District	13	40	19	17	24
		Low SES	1121	6	45	12	13	30
			All Middle	9	44	12	12	32
			District	15	39	19	18	24
		Special Ed.	122	2	48	9	12	30
			All Middle	14	41	12	9	38
			District	20	36	19	16	29
		Spec Ed. Speech/RSP	102	-	51	11	12	26
			All Middle	12	42	13	10	35
			District	21	36	19	17	28

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.
^Not currently a significant subgroup.
*Accelerated Growth = At least double the minimum growth target for the grade level.

Report Name:SBAC - Growth Report - ARC Report #1109

ELPAC Summative Assessment Grade Level Summary 2022-2023

Site :: Hughes

Site Level Overall Performance Level Summary

10% Beginning Stage	41% Somewhat Developed	35% Moderately Developed	13% Well Developed

Site Level Domain Performance Level Summary

Listening			Speaking			Reading			Writing		
14% Beg.	72% Some/Mod.	14% Well Dev.	5% Beg.	40% Some/Mod.	55% Well Dev.	41% Beg.	51% Some/Mod.	9% Well Dev.	13% Beg.	73% Some/Mod.	14% Well Dev.
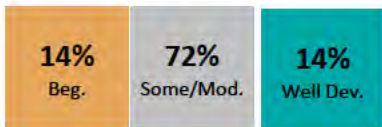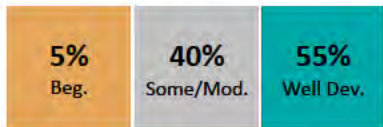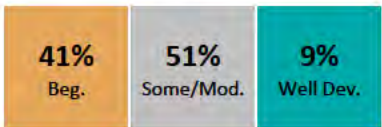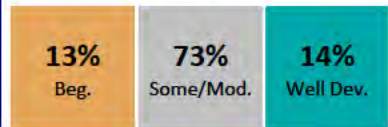
Grade Level Performance Summary (Overall and by Domain)

	Overall Development				Listening			Speaking			Reading			Writing		
Grade	Beg.	Some.	Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well
06	0%	55%	24%	21%	12%	67%	15%	0%	30%	64%	30%	55%	9%	15%	61%	18%
07	28%	28%	39%	6%	11%	72%	11%	11%	50%	28%	50%	39%	6%	17%	61%	17%
08	10%	35%	45%	10%	16%	71%	13%	6%	39%	55%	42%	48%	10%	6%	87%	6%

Reclassifcation Criteria   ELPAC Results (CDE Site)

School Plan for Student Achievement Addendum 2023-2024

Additional Targeted Support and Improvement (ATSI) ▾

Hughes Middle School ▾

- ☑ African-American
- ☐ American Indian
- ☐ Asian-American
- ☑ English Learner
- ☐ Filipino

- ☐ Foster Youth
- ☐ Hispanic
- ☐ Homeless
- ☐ Pacific Islander

- ☐ Socioeconomically Disadvantaged
- ☑ Students with Disabilities
- ☐ Two or More Races
- ☐ White

Attestation:

The School Site Council (SSC), during the process of developing a compliant School Plan for Student Achievement (SPSA), ensured that quality interventions and services for underachieving students are included in the SPSA, with particular focus on student groups who led to the CSI/ATSI identification.

SSC engaged in a thorough needs assessment, based on data, in order to prioritize student needs and analyze interventions/services.

In addition, the SSC engaged in discussions about resource inequalities and was informed about the supports listed in the District's LCAP regarding our identification as a CSI/ATSI school. Resource Inequities and LBUSD's CSI section are included in this Addendum.

In approving the SPSA for the school, the SSC specifically adds this Addendum to the SPSA as part of its CSI/ATSI responsibilities.

Date Approved by SSC   **February 06, 2024**

███████████████████
Signature of Principal

Signature of SSC Chair
███████████████████

Resource Inequities

Schools eligible for CSI or ATSI must identify and describe any resource inequities identified as a result of the required needs assessment. Consideration of resource inequities can inform the assessment of the effectiveness of actions in the SPSA and provide a basis for the establishment of goals and/or expected outcomes for CSI/ATSI Targeted student groups.

In our analysis of our SPSA services, our SSC found the following about resource inequities for the targeted CSI/ATSI student groups:

☑ **There are no resource inequalities present in our SPSA.** Our CSI/ATSI targeted students are a priority and are receiving appropriate services/interventions through our Schoolwide Program.

☐ **There was evidence of resource inequalities prior to the SPSA being approved.** Our SSC made adjustments to the SPSA in order to correct the issue, and the SPSA is now providing appropriate services/interventions through our Schoolwide Program.

☐ **There is some evidence of resource inequalities in the current SPSA.** However, our SSC continued to make adjustments to the SPSA in order to ensure that the CSI/ATSI targeted students are being given appropriate services/interventions through our Schoolwide Program.

☐ **There is some evidence of resource inequalities in the current SPSA.** However, our SSC has determined that the CSI/ATSI targeted students are receiving appropriate services/interventions through our Schoolwide Program.

Comments about Resource Inequities *(optional)*

Support for Schools as identified in LBUSD's LCAP

Support for Identified Schools

Support for schools is grounded in coaching and professional learning communities. LBUSD has shifted from compliance and at-a-distance supervision practices to a deeply-rooted coaching orientation, partnership in addressing student achievement issues, and a strong emphasis on quality instruction in every classroom, as defined by the district's Understandings Continuum framework. Since 2014, LBUSD has sought to enhance time spent on campuses, with leaders dedicating an average of three to five hours per month on every campus – visits that include classroom observations alongside the principal, data collection related to instructional implementation, and pedagogical guidance for teachers. Comprehensive Support and Improvement (CSI) schools receive even more intense support, particularly in areas like English Language Arts, Mathematics, and graduation rates.

One crucial area of support centers on school-level needs assessments. LBUSD's Research Office provides in-depth data tailored to each site, which are then used to develop interventions in consultation with stakeholders. Academic measures include ELA and Math benchmarks, real-time grades (especially Ds and Fs), and whether students are on track to complete graduation requirements, while non-academic measures cover chronic absenteeism, suspensions, and disciplinary incidents. With assistance from district leaders, curriculum coaches, and other experts, CSI schools drill down by academic skill, by student group, and by logistical factors (e.g., the time of day and location of suspensions). Site staff receive tools and training to create "watch lists" – i.e., lists of classrooms to monitor closely and lists of students who require further interventions. The latter is connected to phone, email, and text communication systems that can help engage families in the process.

Here are specific supports that LBUSD delivered (and will continue to provide moving forward) to help CSI schools develop their plans:

- Level office staff spent additional hours at CSI schools to help principals conduct deeper analyses on chronic absenteeism, suspensions, disciplinary incidents, and survey data related school culture and climate and social-emotional learning. Such analyses were on top of those conducted for academic measures like English Language Arts, Mathematics, and graduation rates. In light of the COVID-19 pandemic, learning loss and other similar issues were also explored.
- Level office staff, curriculum leaders, and other district support departments provided CSI schools with research on successful evidence-based interventions in comparable schools, both at LBUSD and other districts in California. Depending on the programs, the research included either academic studies or best practices. This information was paired with budget information, so that programs can be sustainably developed.
- Level office staff, curriculum leaders, and other district support departments assisted CSI schools with identifying resource inequities by providing reports on current staff levels, budget figures, and logistical data. Through various one-on-one meetings, sites were then guided by content experts in identifying significant resource gaps. For example, a review of a site's English Learner supports would incorporate additional teachers that might be needed, along with the instructional materials, technological software, intervention scheduling design, and other details that would help build out the program, particularly in a distance-learning environment.
- Based on the research and "gap" analyses described in the two previous bullet points, level office staff, curriculum leaders, and other district support departments helped CSI schools select evidence-based interventions. Among the guiding principles that LBUSD promoted in this decision-making process is sustainability – the importance of developing high-impact programs that can be implemented in multi-year timeframes. Given the depth of student needs, it was essential to have a long-term perspective and make adjustments along the way. LBUSD then ensured that CSI schools had training for program implementation.
- Lastly, level office staff, curriculum leaders, and other district support departments helped CSI schools establish monitoring and evaluation systems. Supports included training on how to identify appropriate data to collect (for example, student participation in interventions, related test scores, etc.), how to use LBUSD's "intervention tracker" or similar system, how to schedule data analyses alongside the site visits described above, and how to use feedback for program improvement. In some cases, LBUSD provided CSI schools with sample survey questions for gathering student, parent, and staff perspectives. LBUSD also paired CSI schools with similar partner sites so that data can be compared and promising practices can be shared.

Monitoring and Evaluating Effectiveness

To monitor and evaluate the effectiveness of the CSI plans, quarterly visits will be conducted. These formal visitations will allow site teams to reflect upon their collective efforts and engage colleagues from other schools or district departments for objective feedback.

Quarterly visits will be customized by schools, but follow a common structure:

- **Whole Group Briefing**: The school team (principal, teachers, and support staff) will provide background for the visit by sharing their CSI plans. They will highlight their site data, professional development activities, and key interventions. They will help visitors develop an understanding of their priorities.
- **Classroom Visits**: School team members and visitors will observe classrooms, collecting data and examples that reinforce the school's CSI plans. They will take notes, collect images, and talk to students in order to summarize their observations.
- **Whole Group Debriefing**: School team members will facilitate a debriefing that allows them to understand and affirm the site's continuous improvement efforts. They will focus not only on content delivery, teaching practices, and student actions, but also the various interventions that are being implemented to support struggling learners.
- **Principal Debriefing**: Principals and/or principal supervisors will engage in further discussion regarding next steps. This dialogue will be folded into the regular coaching work described in the previous section.

More broadly, data dashboard tools developed by LBUSD's Research Office will feature "Watch Lists" that allow district and site leaders to monitor the progress of CSI schools, their teachers, and their students. The "Schools to Watch" function will enable appropriate stakeholders to track the percentage of students who are "at-risk," "severely at-risk," "high risk," and "cautiously at-risk" across a broad spectrum of measures, including chronic absenteeism, discipline, reading benchmarks, math facts, course grades, graduation requirements, and high school or college readiness (as applicable). Such real-time data will be used to adjust CSI plans and develop additional interventions for struggling learners.

Plan Escolar para el Logro Estudiantil Anexo 2023-2024

Apoyo y Mejora Específica Adicional (ATSI)(ATSI) ˅

Hughes Middle School ˅

- ☑ Afroamericanos
- ☐ Indio americanos
- ☐ Asiático-americanos
- ☑ Estudiante que está aprendiendo inglés
- ☐ Filipinos

- ☐ Jóvenes en hogares de crianza
- ☐ Hispanos
- ☐ Sin hogar
- ☐ Isleños del pacífico

- ☐ Desfavorecidos socioeconómicamente
- ☑ Estudiantes con discapacidades
- ☐ Dos o más razas
- ☐ Blancos

Atestación:

El Concilio de Plantel Escolar (SSC, por sus siglas en inglés), durante el proceso de desarrollo de un Plan Escolar para el Logro Estudiantil (SPSA, por sus siglas en inglés), se aseguró de que se incluyan intervenciones y servicios de calidad para los estudiantes de bajo rendimiento en el SPSA, con especial atención en los grupos de estudiantes que llevaron a la identificación Apoyo y Mejora Integral (CSI, por sus siglas en inglés)/ Apoyo y Mejora Específica Adicional (ATSI, por sus siglas en inglés).

SSC participó en una evaluación exhaustiva de las necesidades, basada en datos, con el fin de dar prioridad a las necesidades de los estudiantes y analizar las intervenciones / servicios.

Además, el SSC participó en conversaciones sobre las desigualdades de recursos y fue informado sobre los apoyos enumerados en el Plan Local de Control y Rendición de cuentas (LCAP, por sus siglas en inglés) del Distrito con respecto a nuestra identificación como escuela CSI/ATSI. Las inequidades de recursos y la sección CSI del LBUSD se incluyen en este Anexo.

Al aprobar el SPSA para la escuela, el SSC agrega específicamente este Anexo al SPSA como parte de sus responsabilidades de CSI/ATSI.

Fecha de aprobación por el SSC   **Febrero 6, 2024**

Firma del director

Firma del presidente del SSC

Inequidad de recursos

Las escuelas elegibles para CSI o ATSI deben identificar y describir cualquier inequidad de recursos identificada como resultado de la evaluación de necesidades requerida. La consideración de las inequidades de recursos puede informar la evaluación de la eficacia de las acciones en el SPSA y proporcionar una base para el establecimiento de metas y/o resultados esperados para los grupos de estudiantes a los que CSI/ATSI está dirigido.

En nuestro análisis de nuestros servicios SPSA, nuestro SSC encontró lo siguiente sobre las desigualdades de recursos para los grupos de estudiantes a los que CSI/ATSI está dirigido:

☑ **No hay inequidades de recursos presentes en nuestro SPSA.** Nuestros estudiantes a los que CSI / ATSI está dirigido son una prioridad y están recibiendo servicios / intervenciones apropiados a través de nuestro programa de toda la escuela.

☐ **Había evidencia de inequidad de recursos antes de que se aprobara el SPSA.** Nuestro SSC hizo ajustes al SPSA con el fin de corregir el problema, y el SPSA ahora está proporcionando servicios / intervenciones apropiadas a través de nuestro programa de toda la escuela.

☐ **Hay alguna evidencia de desigualdad de recursos en el SPSA actual.** Sin embargo, nuestro SSC continuó haciendo ajustes a la SPSA con el fin de asegurar que los estudiantes a los que CSI / ATSI está dirigido reciben servicios / intervenciones apropiadas a través de nuestro programa de toda la escuela.

☐ **Hay alguna evidencia de inequidades de recursos en el SPSA actual.** Sin embargo, nuestro SSC ha determinado que los estudiantes a los que CSI / ATSI está dirigido están recibiendo servicios / intervenciones apropiados a través de nuestro programa de toda la escuela.

Comentarios sobre la inequidad de recursos (opcional)

Apoyo para las escuelas según se identifica en el LCAP del LBUSD

Apoyo para Escuelas Identificadas

El apoyo a las escuelas está basado en asesoramiento y comunidades de formación profesional. El LBUSD ha pasado de prácticas de cumplimiento y supervisión a distancia a una orientación de asesoramiento profundamente arraigada, asociación para abordar problemas de logro estudiantil y un marcado énfasis en la instrucción de calidad en cada salón de clases, según lo definido por el marco del Continuo de Entendimientos del distrito. Desde 2014, el LBUSD ha buscado mejorar el tiempo dedicado a los planteles escolares, con líderes que dedican un promedio de tres a cinco horas al mes en cada plantel-visitas que incluyen observaciones en el salón de clases junto con el director, recopilación de datos relacionados con la implementación de la instrucción y orientación pedagógica para los maestros. Las escuelas de Apoyo y Mejora Integral (CSI) reciben un apoyo aún más intenso, particularmente en áreas como artes de lenguaje del idioma inglés, matemáticas e índices de graduación.

Un área crucial de apoyo se centra en la evaluación de necesidades a nivel escolar. La Oficina de Investigación Escolar del LBUSD proporciona datos en profundidad adaptados a cada plantel, que luego se utilizan para desarrollar intervenciones en consulta con las partes interesadas. Las medidas académicas incluyen los parámetros de ELA y matemáticas, las calificaciones en tiempo real (especialmente las D y F), y si los estudiantes están en camino a completar los requisitos de graduación, mientras que las medidas no académicas cubren el ausentismo crónico, las suspensiones y los incidentes disciplinarios. Con la ayuda de líderes del distrito, asesores de plan de estudios y otros expertos, las escuelas de CSI examinan a fondo por habilidad académica, por grupo de estudiantes y por factores logísticos (por ejemplo, la hora del día y la ubicación de las suspensiones). El personal del plantel escolar recibe herramientas y capacitación para crear "listas de vigilancia", es decir, listas de salones de clases para supervisar de cerca y listas de estudiantes que requieren más intervenciones. Este último está conectado a sistemas de comunicación por teléfono, correo electrónico y texto que pueden ayudar a involucrar a las familias en el proceso.

Aquí hay apoyos específicos que el LBUSD presentó (y continuará proporcionando en el futuro) para ayudar a las escuelas de CSI a desarrollar sus planes:

- El personal de las oficinas por nivel pasó horas adicionales en las escuelas de CSI para ayudar a los directores a realizar análisis más profundos sobre el ausentismo crónico, las suspensiones, los incidentes disciplinarios y los datos de encuestas relacionados con la cultura y el ambiente escolar y el aprendizaje socioemocional. Dichos análisis fueron además de los realizados para medidas académicas como artes de lenguaje del idioma inglés, matemáticas e índices de graduación. A la luz de la pandemia de COVID-19, también se exploraron la pérdida del aprendizaje y otros problemas similares.
- El personal de las oficinas por nivel, los líderes del plan de estudios y otros departamentos de apoyo del distrito les proporcionaron a las escuelas de CSI investigaciones sobre intervenciones exitosas basadas en evidencia en escuelas comparables, tanto en el LBUSD como en otros distritos de California. Dependiendo de los programas, la investigación incluyó estudios académicos o mejores prácticas. Esta información se combinó con la información presupuestaria, para que los programas puedan desarrollarse de manera sostenible.
- El personal de las oficinas por nivel, los líderes del plan de estudios y otros departamentos de apoyo del distrito ayudaron a las escuelas de CSI a identificar las inequidades de recursos al proporcionar informes sobre los niveles actuales del personal, las cifras presupuestarias y los datos logísticos. Por medio de varias reuniones individuales, los planteles escolares fueron guiados por expertos en contenido para identificar brechas significativas en los recursos. Por ejemplo, una revisión de los apoyos para estudiantes que están aprendiendo inglés de un plantel escolar incorporaría los maestros adicionales que podrían ser necesarios, junto con los materiales de instrucción, el software tecnológico, el diseño de la programación de intervenciones y otros detalles que ayudarían a desarrollar el programa, particularmente en un entorno de aprendizaje a distancia.
- Con base en la investigación y los análisis de "brechas" descritos en los dos puntos anteriores, el personal de las oficinas por nivel, los líderes del plan de estudios y otros departamentos de apoyo del distrito ayudaron a las escuelas de CSI a elegir intervenciones basadas en evidencia. Entre los principios básicos que el LBUSD promovió en este proceso de

toma de decisiones está la sostenibilidad, la importancia de desarrollar programas de alto impacto que puedan implementarse en plazos de varios años. Dada la intensidad de las necesidades de los estudiantes, era esencial tener una perspectiva a largo plazo y hacer ajustes en el camino. LBUSD luego se aseguró de que las escuelas de CSI tuvieran capacitación para la implementación del programa.

- Por último, el personal de las oficinas por nivel, los líderes del plan de estudios y otros departamentos de apoyo del distrito ayudaron a las escuelas de CSI a establecer sistemas de supervisión y evaluación. Los apoyos incluyeron capacitación sobre cómo identificar los datos apropiados para recopilar (por ejemplo, la participación de los estudiantes en las intervenciones, los resultados de las pruebas relacionadas, etc.), cómo usar el "rastreador de intervención" del LBUSD o un sistema similar, cómo programar análisis de datos junto con las visitas al plantel escolar descritas anteriormente, y cómo usar la retroalimentación para mejorar el programa. En algunos casos, el LBUSD proporcionó a las escuelas de CSI ejemplos de de la encuesta de muestra para reunir perspectivas de estudiantes, padres de familia y personal. El LBUSD también emparejó las escuelas CSI con planteles asociados similares para que los datos puedan compararse y las prácticas prometedoras puedan compartirse.

Supervisión y evaluación de la eficacia

Para supervisar y evaluar la eficiencia de los planes CSI, se realizarán visitas trimestrales. Estas visitas formales permitirán a los equipos del plantel escolar reflexionar sobre sus esfuerzos colectivos e involucrar a colegas de otras escuelas o departamentos del distrito para obtener comentarios objetivos.

Las visitas trimestrales serán personalizadas por las escuelas, pero siguen una estructura común:

- **Instrucciones a todo el Grupo**: El equipo de la escuela (director, maestros y personal de apoyo) proporcionará antecedentes para la visita compartiendo sus planes de CSI. Destacarán los datos de su plantel escolar, las actividades de formación profesional y las intervenciones clave. Ayudarán a los visitantes a desarrollar una comprensión de sus prioridades.
- **Visitas al salón de clases**: Los miembros del equipo escolar y los visitantes observarán los salones de clases, recopilando datos y ejemplos que refuerzan los planes de CSI de la escuela. Tomarán notas, recolectarán imágenes y hablarán con los estudiantes para resumir sus observaciones.
- **Informe de Grupo Completo**: Los miembros del equipo escolar facilitarán un informe que les permita comprender y afirmar los esfuerzos de mejora continua del plantel escolar. Se centrarán no sólo en la entrega de contenido, las prácticas de enseñanza y las acciones de los estudiantes, sino también en las diversas intervenciones que se están implementando para apoyar a los estudiantes con dificultades.
- **Informe del director**: Los directores y/o supervisores de directores participarán en más conversaciones sobre los próximos pasos. Este diálogo se integrará en el trabajo de orientación regular descrito en la sección anterior.

En términos más generales, las herramientas del tablero de datos desarrolladas por la Oficina de Investigación Escolar del LBUSD incluirán "Listas de Vigilancia" que permiten a los líderes del distrito y del plantel escolar supervisar el progreso de las escuelas de CSI, sus maestros y sus estudiantes. La función "escuelas a observar" permitirá a las partes interesadas apropiadas rastrear el porcentaje de estudiantes que están "en riesgo", "severamente en riesgo", "de alto riesgo" y "cautelosamente en riesgo" a través de un amplio espectro de medidas, incluyendo absentismo crónico, disciplina, indicadores de nivel de lectura, operaciones matemáticas, etc. calificaciones del curso, requisitos de graduación y preparación para la escuela preparatoria la universidad (según corresponda). Estos datos en tiempo real se utilizarán para ajustar los planes de CSI y desarrollar intervenciones adicionales para los estudiantes con dificultades.

CHARLES EVANS HUGHES MIDDLE SCHOOL

National Blue Ribbon School of Excellence

3846 California Avenue, Long Beach, California 90807
Telephone (562) 595 0831 FAX (562) 595 9221

Pacto Entre La Escuela Y Hogar

El personal y los padres/tutores de los estudiantes de Hughes tienen altas expectativas de la escuela y de ellos mismos. En un esfuerzo por proporcionar un entorno emocional y físicamente seguro mientras se ofrecen programas de instrucción de calidad en la Escuela Intermedia Hughes, el personal, los Estudiantes y sus padres/tutores acuerdan cumplir con las siguientes máximas:

HUGHES ESCUELA INTERMEDIA	ESTUDIANTES	LOS PADRES/CUIDADORES
Los miembros de la escuela acuerdan tratar a todos los estudiantes y padres/tutores con respeto. **Los miembros de la escuela** acuerdan enfocar equitativamente los recursos para mejorar la lectoescritura y las matemáticas de los estudiantes. **Los miembros de la escuela** acuerdan proporcionar un programa académico riguroso y desafiante. **Los miembros de la escuela** acuerdan identificar a los estudiantes con necesidades especiales y trabajar con los padres/tutores para planificar las intervenciones adecuadas. **Los miembros de la escuela** acuerdan ser modelos positivos para los estudiantes. **Los miembros de la escuela** acuerdan dar a conocer las expectativas de comportamiento de los estudiantes y las consecuencias relacionadas. **Los miembros de la escuela** aceptan brindar información y oportunidades para educar a los padres/tutores. **Los miembros de la escuela** acuerdan comunicar regularmente el progreso académico y el éxito de los estudiantes a los padres/tutores por teléfono, correo electrónico, Canvas y Parentvue. **Los miembros de la escuela** acuerdan estar disponibles para conferencias con estudiantes/padres/tutores en horarios acordados mutuamente. **Los miembros de la escuela** acuerdan involucrar a los padres/tutores en el gobierno de la Escuela Intermedia Hughes. **Los miembros de la escuela** acuerdan utilizar los datos generados por los estudiantes, el personal, el distrito y los padres/tutores para tomar decisiones sobre el rendimiento, el comportamiento y el ambiente del campus de los estudiantes. **Los miembros de la escuela** acuerdan promover y apoyar otras expectativas de toda la escuela como se describe en el Planificador Hughes. **Los miembros de la escuela** acuerdan mantener una línea abierta de comunicación con los estudiantes y los padres/tutores.	**Los estudiantes** acuerdan respetarse unos a otros y a todos los adultos en la escuela. **Los estudiantes** aceptan venir a la escuela preparados para aprender y trabajar. **Los estudiantes** aceptan cumplir con el código de vestimenta y el requisito de uniforme. **Los estudiantes** aceptan ser responsables de sus tareas asignadas por sus maestros. **Los estudiantes** aceptan participar activamente en todas las clases, lo que incluye participar en debates en clase y completar y entregar el trabajo de clase y la tarea. **Los estudiantes** aceptan realizar un seguimiento de sus responsabilidades mediante el uso de Canvas. **Los estudiantes** aceptan buscar ayuda cuando no entienden las tareas o el tema. **Los estudiantes** se comprometen a respetar toda la propiedad escolar y la propiedad de los demás. **Los estudiantes** aceptan representarse bien en la comunidad, en su camino hacia y desde la escuela y en eventos patrocinados por la escuela. **Los estudiantes** aceptan usar las redes sociales e Internet solo de manera respetuosa con los demás, la escuela y ellos mismos; El uso de Internet durante la escuela será académicamente apropiado. **Los estudiantes** aceptan respetar a los demás ya sí mismos en todo momento dentro y fuera del campus; esto incluye los momentos en que los miembros del personal de la escuela o los padres/tutores no están presentes. **Los estudiantes** aceptan estar abiertos a comunicarse con sus padres/tutores y con el personal de Hughes.	**Los padres/cuidadores** aceptan respetar a todos los estudiantes, el personal y otros padres/cuidadores **Los padres/cuidadores** acuerdan trabajar con los estudiantes para asegurarse de que vengan a la escuela y asistan a clase a tiempo. **Los padres/cuidadores** acuerdan hacer todo lo posible para garantizar que sus estudiantes solo falten a la escuela cuando estén enfermos u otras razones justificadas. **Los padres/cuidadores** acuerdan hacer todo lo posible para asistir a las conferencias administrativas o de maestros establecidas en horarios mutuamente acordados. **Los padres/cuidadores** acuerdan comunicarse con los maestros para conferencias con anticipación fuera del horario de instrucción directa (con cita previa) cuando sea necesario. **Los padres/cuidadores** acuerdan usar cortesía y respeto profesional y cortés al tratar con el personal de Hughes. **Los padres/cuidadores** aceptan mantenerse actualizados sobre el progreso de los estudiantes a través de, Canvas, contacto directo con el maestro o Parentvue. **Los padres/cuidadores** acuerdan apoyar el crecimiento de sus estudiantes haciendo todo lo posible para asistir a la Noche de Regreso a la Escuela, la Casa Abierta y otros eventos familiares en Hughes. **Los padres/cuidadores** aceptan ofrecer su tiempo como voluntarios cuando sea posible para apoyar a Hughes. **Los padres/cuidadores** acuerdan proporcionar un lugar tranquilo para que los estudiantes completen su tarea y trabajen con su estudiante cuando sea necesario. **Los padres/cuidadores** aceptan apoyar y trabajar con los maestros y administradores para resolver los problemas de aprendizaje y/o disciplina de sus estudiantes. **Los padres/cuidadores** acuerdan apoyar las recompensas y los honores cuando se otorgan a los estudiantes. **Los padres/cuidadores** aceptan promover y apoyar otras expectativas de toda la escuela como se describe en el Planificador Hughes. **Los padres/cuidadores** aceptan mantener una línea abierta de comunicación con sus estudiantes y miembros del personal.

Home - School Compact

The staff and parents/guardians of Hughes' students have high expectations of the school and of themselves. In an effort to provide an emotionally and physically safe environment and the highest quality instructional program at Hughes Middle School, the staff and parents/guardians, as well as the students, agree to keep an open line of communication and implement the following activities:

HUGHES MIDDLE SCHOOL	STUDENTS	PARENTS AND GUARDIANS
Staff members agree to treat all students and parents and guardians with respect. **Staff members** agree to focus resources on improving the literacy and numeracy level for all students. **Staff members** agree to provide an academic program that is rigorous and challenging. **Staff members** agree to identify students with special needs and work with parents and guardians to plan appropriate interventions. **Staff members** agree to be positive role models for students. **Staff members** agree to make known the expectations for student behavior and related consequences. **Staff members** agree to provide information and/or opportunities for parent education. **Staff members** agree to communicate with parents and guardians using phone calls, emails, Canvas and our school's learning management system to share progress, and/or report cards on an ongoing basis regarding the academic success of their children. **Staff members** agree to be available for conferences with students/parents at mutually agreeable times. **Staff members** agree to involve parents/guardians in the governance of the school. **Staff members** agree to use student, staff, and parent generated data to make decisions regarding student achievement, behavior and campus climate. **Staff members** agree to promote the school-wide expectations as outlined in the student planner.	**Students** agree to respect each other and all adults on campus. **Students** agree to come to school prepared to work **Students** agree to be in compliance with the dress code and uniform requirement. **Students** agree to be responsible for their homework as assigned by their teachers. **Students** agree to actively participate (attend classes, complete assignments, participate in discussions) in all classes including completing and turning in classwork. **Students** agree to use an organizer such as Canvas, or a notebook to be organized. **Students** agree to seek help and assistance when they do not understand assignments or need help. **Students** agree to respect all school property and the property of others. **Students** agree to represent themselves well in the community, on their way to and from school and at school sponsored events. **Students** agree to using the internet only in ways that are respectful of the school community and academically appropriate.. **Students** agree to follow behavioral expectations on campus in the hallways, in common areas, in classrooms, in bathrooms, during assemblies, These school-wide expectations are outlined in the expectations' assemblies and during the advisory period.	**Parents/Guardians** agree to respect all students, staff, and other parents/guardians **Parents/Guardians** agree to work with students to make sure the student comes to school/attends class on time and misses school only when ill or other excused reasons. **Parents/Guardians** agree to attend teacher or administrative conferences at mutually agreeable times. **Parents/Guardians** agree to contact teachers for conferences in advance outside of direct instruction time (by appointment). **Parents/Guardians** agree to use professional and polite courtesy and respect when dealing with Hughes staff. **Parents/Guardians** agree to keep updated on students' progress via Canvas, direct teacher contact and/or Parent Vue. **Parents/Guardians** agree to make an effort to attend Back-to-School Night, Open House, and other family events at Hughes.. **Parents/ Guardians** agree to volunteer their time when possible to support Hughes. **Parents/Guardians** agree to provide a quiet workplace for students to complete their homework and to work with their student when needed. **Parents/Guardians** agree to be supportive and work with teachers and administrators to solve their student's learning and/or discipline problems, and to support rewards and honors when given to students. **Parents/Guardians** agree to support the school-wide expectations.

✂ -

Home-School Compact

Please sign, detach, and return this bottom portion to your first period teacher.

Print Student Name ▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮

_____ _____

Maria Pilar Persossio- School Principal   **Parent/Guardian Signature**   **Date**

_____ _____

Teacher Signature   **Student Signature**   **Date**

As a school that receives Title I, Part A (Title I) funds, Hughes Middle School has developed jointly with the members of School Site Council and distributed to families of participating children, School Family Involvement Guidelines, that contains information required by section 1118(b) of the Elementary and Secondary Education Act (ESEA). The Guidelines establish Hughes's expectations for family involvement and describe how the school will implement a number of specific family involvement activities. The Home-School Compact is incorporated into the School Family Involvement Guidelines.

PART I.
OVERVIEW

Hughes Middle School agrees to implement and adhere to the following:
- Allow Hughes' School Site Council (SSC) will develop these Guidelines.
- Distribute the Guidelines to parents/guardians.
- Notify parents about the Guidelines in an understandable and uniform format.
- To the extent feasible, translate the Guidelines as needed.
- Make the Guidelines available to the local community.
- Periodically update the Guidelines to meet the changing needs of parents/guardians and Hughes.
- Adopt the Hughes' School and Home Compact as a component of these Guidelines.
- Open a "Parent Resource Center" and having as part of our staff a Parent Liaison.
- Use the following statutory definition of "parent involvement" as the guiding force in Hughes' conduct of programs, activities, and procedures:
  - Parent Involvement:
    1. Providing opportunities to help parents strengthen their parenting, literacy and English language skills to foster conditions at home that affect children's efforts in learning;
    2. Providing parents with the knowledge and strategies to assist their children in learning at home, in the community, and at school;
    3. Supporting the efforts of parents to work with their children to understand and attain the Common Core State standards;
    4. Encouraging and facilitating parental interest and involvement in school organizations and activities. Also identifying and involving parents in instructional and support roles;
    5. Encouraging parents to assume school and district leadership roles in governance, advisory and advocacy decision-making processes;
    6. Helping parents acquire needed services through identified school district and community resources;
    7. Training parents, teachers, and principals to build a partnership between the home and school to promote effective two-way communication;
    8. Consulting on an ongoing basis with parents concerning the manner in which the school and parents can work together to plan, design,

implement, and evaluate school programs to ensure academic progress;

9. Informing parents about the academic performance of their child's school, and of the options they have to ensure appropriate educational placement of their student;

10. Informing parents of the (a) reasons their children are participating in programs and (b) specific instructional objectives and methods of programs.

PART II.
IMPLEMENTATION

Hughes Middle School will take the following actions to involve families in the joint development and joint agreement of its School Family Involvement Guidelines and its schoolwide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:

1. Attendance at one of the district trainings or school site training. Topics include:
   - . Responsibilities & Roles of SSC and its members
   - i. Composition of SSCs
   - ii. Budgetary considerations
   - iii. Single Plan for Student Achievement
   - iv. Role of ELAC and other advisory committees

2. Plan meetings with School Site Council & English Language Advisory Committee (ELAC) parents to review Single Plan for Student Achievement (SPSA) through the following means:
   - Open invitation to parents
   - Back to School Night
   - At meetings:
     - o Review School-Wide Plan, these Guidelines, and the School and Home Compact; adjust each as necessary
     - o Provide oral and written translations as needed. Current Translation needs:
       1. Spanish

3. Hughes Middle School will distribute these Guidelines to Hughes parents/guardians and the local community through the following means:
   - Principal's bulletin
   - SSC and ELAC
   - Main Office Counter
   - Main Office Parent Info Board
   - Hughes School Website: School Loop

4. Hughes Middle School will periodically update these Guidelines to meet the changing needs of parents and the school through the following means:
   - SSC and ELAC meetings

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- Parent information meetings:
  - Hughes Middle School will hold a flexible number of meetings at varying times and days. Notifications of upcoming meetings will occur through normal channels such as flyers/marquee, Principal's bulletin, School Messenger, etc.
  - Efforts to increase engagement for any student subgroup that consistently falls below proficiency will occur.
- District Parent University- https://www.lbschools.net/Departments/Parent_U/

5. Hughes Middle School will convene an Annual Title I Public Meeting to inform families of the following:
   - The requirements of Title I, how Title I funds are used at this school, and families' right to be involved
   - Hold a flexible number of meetings at varying times
   - Notifications/fliers sent home in language families can understand
   - Announcement made on school marquee, through Schoolloop and teleparent
   - Child care provided, if needed

6. Hughes Middle School will provide a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet:
   - Principal's bulletin
   - Parent Vue
   - Canvas
   - Open House
   - Teacher beginning of the year informational letters
   - LBUSD website for content standards
   - English Language Advisory Committee and School Site Council meetings
   - School website at http://lbhughes.schoolloop.com

7. Hughes Middle School will provide updated information to families about Title I programs throughout the school year:
   - Section of Newsletter
   - Printed by office when requested
   - At SSC, ELAC meetings and other family meetings

8. Hughes Middle School will provide to families a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet. Hughes Middle School will also provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children:
   - Feedback from PTA Meetings
   - ELAC
   - SSC during Open Comments
   - Student Study Teams (STTs)
   - Individual Education Plans (IEPs)
   - Teacher Conferences

9. Hughes Middle School will submit to LBUSD any parent comments if the school wide plan under section (1114) (b) (2) is not satisfactory to parents of participating children.

- At School Site Council Meetings

10. To the extent feasible, Hughes Middle School will take the following actions to ensure that school-related information, programs, meetings, and activities, are provided to Hughes parents/guardians:
    - In an understandable and uniform format, including alternative formats upon request;
    - In a language the parents/guardians can understand;
    - That sent-home documents are reviewed by multiple staff members to ensure comprehensibility;
    - That the environment Hughes staff creates is welcoming to all.

PART III.
SHARED RESPONSIBILITIES
TO PROMOTE HIGH STUDENT ACADEMIC ACHIEVEMENT

1. Hughes Middle School will build the capacity for strong parental and community involvement to improve student academic achievement.

    - District trainings offered for families and staff
    - Family education workshops on site
    - Family-Teacher Conferences
    - Family Workshops posted on district website
    - Parent Resource Center, and Parent Liason
    - DCAC, DELAC and other district family forums/meetings
    - District website resources: click "P" for Parent University

2. Hughes Middle School will incorporate the School and Home Compact as a component of its School Parent Involvement Guidelines:
    - Developed, discussed, and reviewed at first SSC and ELAC meetings
    - School Site Council must vote to approve compact
    - Distributed to parents/guardians in an appropriate language to be signed and returned

3. Hughes Middle School and LBUSD will provide assistance to parents in understanding topics such as the following:
    - State academic content standards
    - Common Core standards
    - State Student Academic Achievement Standards
    - State and local academic assessments including alternate assessments
    - How to monitor their child's progress
    - How to work with educators
    - DCAC and ELAC meetings
    - Parent University info - https://www.lbschools.net/Departments/Parent_U/
    - Parent Resource information board in Hughes Main Office
    - Parent-Teacher Association (PTA) website and meetings
    - Canvas
    - Parent Vue

4. Hughes Middle School and LBUSD will provide materials and training to help parents work with their children to improve academic achievement and to foster parental involvement:
   - District "Trainer of Trainer" trainings offered for parents to facilitate workshops for other parents
   - Parent University info- https://www.lbschools.net/Departments/Parent_U/
   - Bulletins

5. Hughes Middle School, LBUSD, and parents will educate its staff regarding how to reach out to, communicate with, and work with parents as equal partners.
   - Teacher/Staff In-services (guest presenters)
   - Positive communication with parents/guardians
   - Parent Resource Center
   - Parent Liaison
   - Individual Teacher Conferences
   - Parent/Guardian phone calls
   - Understanding & Teaching Students of Different Cultures-Guest speaker and training
   - Staff professional development

PART IV. ADOPTION

Elected representatives of Hughes' School Site Council, which is composed of Hughes staff, Hughes student representatives, and Hughes parents/guardians, developed and agreed on these Parent Involvement Guidelines. The Hughes Middle School Parent Involvement Guidelines was adopted by the School Site Council on September 19, 2023 effective during the 2023-2024. school year.

Maria Pilar Perossio
Principal

Date   *September 19, 2023*

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Hughes Middle School
Pautas para la participación de los padres

Como escuela que recibe fondos del Título I, Parte A (Título I), la Escuela Intermedia Hughes ha desarrollado, junto con los miembros del Consejo Escolar, y ha distribuido a las familias de los niños participantes, Pautas para la participación de la familia en la escuela, que contienen la información requerida por la sección 1118(b) de la Ley de Educación Primaria y Secundaria (ESEA). Las Pautas establecen las expectativas de Hughes para la participación familiar y describen cómo la escuela implementará una serie de actividades específicas de participación familiar. El Pacto entre el hogar y la escuela está incorporado en las Pautas de participación de la familia en la escuela.

PARTE I.
VISIÓN GENERAL

Hughes Middle School se compromete a implementar y adherirse a lo siguiente:
- Permitir que el Consejo del Sitio Escolar (SSC) de Hughes desarrolle estas Pautas.
- Distribuya las Pautas a los padres/tutores.
- Notificar a los padres sobre las Pautas en un formato comprensible y uniforme.
- En la medida de lo posible, traduzca las Directrices según sea necesario.
- Poner las Directrices a disposición de la comunidad local.
- Actualice periódicamente las Pautas para satisfacer las necesidades cambiantes de los padres/tutores y Hughes.
- Adoptar el Pacto entre la escuela y el hogar de Hughes como un componente de estas pautas.
- Use la siguiente definición legal de "participación de los padres" como la fuerza guía en la conducción de los programas, actividades y procedimientos de Hughes:
  - Participación de los padres:
    1. Brindar oportunidades para ayudar a los padres a fortalecer sus habilidades de crianza, alfabetización e idioma inglés para fomentar las condiciones en el hogar que afectan los esfuerzos de aprendizaje de los niños;
    2. Proporcionar a los padres el conocimiento y las estrategias para ayudar a sus hijos a aprender en el hogar, en la comunidad y en la escuela;
    3. Apoyar los esfuerzos de los padres para trabajar con sus hijos para comprender y alcanzar los estándares estatales básicos comunes;
    4. Fomentar y facilitar el interés y la participación de los padres en las organizaciones y actividades escolares. También identificar e involucrar a los padres en roles de instrucción y apoyo;
    5. Animar a los padres a asumir roles de liderazgo en la escuela y el distrito en los procesos de toma de decisiones de gobierno, asesoramiento y defensa;
    6. Ayudar a los padres a adquirir los servicios necesarios a través de recursos identificados del distrito escolar y la comunidad;
    7. Capacitar a padres, maestros y directores para construir una asociación entre el hogar y la escuela para promover una comunicación bidireccional efectiva;

8. Consultar de forma continua con los padres sobre la manera en que la escuela y los padres pueden trabajar juntos para planificar, diseñar, implementar y evaluar programas escolares para garantizar el progreso académico;

9. Informar a los padres sobre el rendimiento académico de la escuela de su hijo y de las opciones que tienen para asegurar la colocación educativa adecuada de su hijo;

10. Informar a los padres de (a) las razones por las que sus hijos participan en los programas y (b) los objetivos y métodos de instrucción específicos de los programas.

PARTE II.
IMPLEMENTACIÓN

La Escuela Intermedia Hughes tomará las siguientes medidas para involucrar a las familias en el desarrollo conjunto y el acuerdo conjunto de sus Pautas de participación familiar escolar y su plan escolar, si corresponde, de manera organizada, continua y oportuna bajo la sección 1118 (b) de la ESEA :

1. Asistencia a una de las capacitaciones del distrito o capacitación en la escuela. Los temas incluyen:
   - Responsabilidades y funciones del SSC y sus miembros
   i. Composición de los SSC
   ii. Consideraciones presupuestarias
   iii. Plan Único para el Rendimiento Estudiantil
   iv. Rol de ELAC y otros comités asesores

2. Planifique reuniones con los padres del Consejo del sitio escolar y el Comité asesor del idioma inglés (ELAC) para revisar el Plan único para el rendimiento estudiantil (SPSA) a través de los siguientes medios:
   - Invitación abierta a padres
   - Noche de regreso a la escuela
   - En las reuniones:
     o Revisar el Plan para toda la escuela, estas Pautas y el Pacto entre la escuela y el hogar; ajuste cada uno según sea necesario
     o Proporcionar traducciones orales y escritas según sea necesario. Necesidades actuales de traducción:
       1. Español

3. Hughes Middle School distribuirá estas Pautas a los padres/tutores de Hughes y a la comunidad local a través de los siguientes medios:
   - boletín del director
   - SSC y ELAC
   - Mostrador de la oficina principal
   - Tablero de información para padres de la oficina principal
   - Sitio web de la escuela Hughes: School Loop

4. La Escuela Intermedia Hughes actualizará periódicamente estas Pautas para satisfacer las necesidades cambiantes de los padres y la escuela a través de los siguientes medios:
   - Reuniones de SSC y ELAC
   - Reuniones informativas para padres:
     - Hughes Middle School llevará a cabo un número flexible de reuniones en diferentes horarios y días. Las notificaciones de las próximas reuniones se realizarán a través de los canales normales, como volantes, boletín del director, School Messenger, etc.
     - Se realizarán esfuerzos para aumentar la participación de cualquier subgrupo de estudiantes que caiga constantemente por debajo del nivel de competencia.
   - Universidad de Padres del Distrito- https://www.lbschools.net/Departments/Parent_U/

5. La Escuela Intermedia Hughes convocará una Reunión Pública Anual del Título I para informar a las familias sobre lo siguiente:
   - Los requisitos del Título I, cómo se utilizan los fondos del Título I en esta escuela y el derecho de las familias a participar
   - Celebre un número flexible de reuniones en diferentes momentos
   - Notificaciones/volantes enviados a casa en un idioma que las familias puedan entender
   - Anuncio realizado en la marquesina del colegio, a través de Schoolloop y teleparent
   - Cuidado de niños proporcionado, si es necesario

6. Hughes Middle School proporcionará una descripción y explicación del plan de estudios en uso en la escuela, las formas de evaluación académica utilizadas para medir el progreso de los estudiantes y los niveles de competencia que se espera que alcancen los estudiantes:
   - boletín del director
   - Padre Vue
   - Lienzo
   - Casa abierta
   - Cartas informativas de inicio de año para maestros
   - Sitio web de LBUSD para estándares de contenido
   - Reuniones del Comité Asesor del Idioma Inglés y del Consejo Escolar
   - Sitio web de la escuela en http://lbhughes.schoolloop.com
7. Hughes Middle School proporcionará información actualizada a las familias sobre los programas de Título I durante todo el año escolar:
   - Sección de Newsletter
   - Impreso por la oficina cuando se solicita
   - En SSC, reuniones de ELAC y otras reuniones familiares
8. La Escuela Intermedia Hughes proporcionará a las familias una descripción y explicación del plan de estudios en uso en la escuela, las formas de evaluación académica utilizadas para medir el progreso de los estudiantes y los niveles de competencia que se espera que alcancen los estudiantes. Hughes Middle School también brindará oportunidades para reuniones periódicas para formular sugerencias y participar, según corresponda, en las decisiones relacionadas con la educación de sus hijos:
   - Comentarios de las reuniones de la PTA

- ELAC
- SSC durante los comentarios abiertos
- Equipos de estudio de estudiantes (STT)
- Planes de Educación Individual (IEP)
- Conferencias de maestros

9. La Escuela Intermedia Hughes enviará al LBUSD cualquier comentario de los padres si el plan de toda la escuela bajo la sección (1114) (b) (2) no es satisfactorio para los padres de los niños participantes.
   - En las reuniones del consejo del sitio escolar

10. En la medida de lo posible, la Escuela Intermedia Hughes tomará las siguientes medidas para garantizar que la información, los programas, las reuniones y las actividades relacionados con la escuela se brinden a los padres/tutores de Hughes:
    - En un formato comprensible y uniforme, incluyendo formatos alternativos previa solicitud;
    - En un idioma que los padres/tutores puedan entender;
    - Que los documentos enviados a casa sean revisados por varios miembros del personal para garantizar su comprensión;
    - Que el ambiente que crea el personal de Hughes es acogedor para todos.

PARTE III.
RESPONSABILIDADES COMPARTIDAS
PARA PROMOVER EL ALTO RENDIMIENTO ACADÉMICO DE LOS ESTUDIANTES

1. La Escuela Secundaria Hughes desarrollará la capacidad para una fuerte participación de los padres y la comunidad para mejorar el rendimiento académico de los estudiantes.

   - Se ofrecen capacitaciones del distrito para las familias y el personal.
   - Talleres de educación familiar en el sitio
   - Conferencias Familia-Maestro
   - Talleres familiares publicados en el sitio web del distrito
   - DCAC, DELAC y otros foros/reuniones familiares del distrito
   - Recursos del sitio web del distrito: haga clic en "P" para Parent University

2. La Escuela Secundaria Hughes incorporará el Pacto entre la escuela y el hogar como un componente de sus Pautas para la participación de los padres en la escuela:
   - Desarrollado, discutido y revisado en las primeras reuniones de SSC y ELAC
   - El consejo del sitio escolar debe votar para aprobar el acuerdo
   - Distribuido a los padres/tutores en un idioma apropiado para ser firmado y devuelto

3. Hughes Middle School y LBUSD brindarán asistencia a los padres para comprender temas como los siguientes:
   - Estándares estatales de contenido académico
   - Normas básicas comunes

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- Estándares Estatales de Logro Académico Estudiantil
- Evaluaciones académicas estatales y locales, incluidas evaluaciones alternativas
- Cómo monitorear el progreso de su hijo
- Cómo trabajar con educadores
- Reuniones de DCAC y ELAC
- Información de la Universidad para padres:
  https://www.lbschools.net/Departments/Parent_U/
- Tablero de información de recursos para padres en la oficina principal de Hughes
- Sitio web y reuniones de la Asociación de Padres y Maestros (PTA)
- Lienzo
- Padre Vue

4. Hughes Middle School y LBUSD proporcionarán materiales y capacitación para ayudar a los padres a trabajar con sus hijos para mejorar el rendimiento académico y fomentar la participación de los padres:
   - Se ofrecen capacitaciones de "Entrenador de Entrenadores" del distrito para que los padres faciliten talleres para otros padres
   - Información de la Universidad para padres:
     https://www.lbschools.net/Departments/Parent_U/
   - Boletines

5. Hughes Middle School, LBUSD y los padres educarán a su personal sobre cómo llegar, comunicarse y trabajar con los padres como socios iguales.
   - Capacitación para maestros/personal (presentadores invitados)
   - Comunicación positiva con los padres/tutores
   - Conferencias individuales de maestros
   - Llamadas telefónicas de padres/tutores
   - Comprensión y enseñanza de estudiantes de diferentes culturas: orador invitado y capacitación
   - desarrollo profesional del personal

PARTE IV. ADOPCIÓN

Los representantes electos del consejo del sitio escolar de Hughes, que está compuesto por el personal de Hughes, los representantes de los estudiantes de Hughes y los padres/tutores de Hughes, desarrollaron y acordaron estas Pautas de participación de los padres. Las pautas de participación de los padres de la escuela secundaria Hughes fueron adoptadas por el Consejo del sitio escolar el 19 de septiembre de 2023, en vigencia durante el año escolar 2023-2024.

Maria Pilar Perossio
Principal

Date   _September 19, 2023_