

LONG BEACH
UNIFIED • SCHOOL • DISTRICT

Hughes Middle School

School Plan for Student Achievement
2024-2025

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: lbschools.net/lcap. The LCAP Federal Addendum is presented at: lbschools.net/departments/business-and-finance/fiscal-services/state-and-federal-programs/state-and-federal-required-plans

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.

Progress and components of LBUSD's Strategic Plan, viewable at lbschools.net/departments/strategic-planning, are rooted in the following core values:

- Centering student needs and voice
- Authentic community engagement and collaboration
- Culture of innovation and creativity
- Diversity and inclusion
- Environment that fosters connection, respect and safety
- Equity and social justice
- Excellence and accountability through continuous improvement
- Fostering joy and commitment
- Integrity and responsible leadership

The Board of Education has set goals to help guide the district and schools:

Goal 1: Reading: Proficiency

The percentage of Grade 3 students who meet or exceed grade-level standards on the state English Language Arts SBAC assessment will grow from 48% in June 2023 to 70% by June 2028.

Goal 2: Reading: Acceleration

The percentage of students in Grades 4-8 scoring at the “Not Met” achievement level in the prior year who meet the scale score growth target on the state SBAC-English Language Arts assessment will increase from 28% in June 2023 to 60% in June 2028.

Goal 3: Algebra Proficiency

In pursuit of having more than 80% of Black/African American students meet the Algebra A-G requirement by the end of Grade 9, the proficiency gap between Black/African American students and all other students will decline from 5% in June 2023 to 0% by June 2028.

Goal 4: College & Career Readiness

In pursuit of having more than 66% of Black/African American graduating seniors A-G eligible, the proficiency gap between Black/African American students and all other students will decline from 15% in June 2023 to 0% by June 2028

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

Recommendation 3: Re-establish district Parent Centers and encourage sites to establish a parent center/parent resource room to better engage and serve parents.

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. Provide parent workshops to build capacity on specific topics such as LCFF, LCAP and SSC to better understand how each functions;
3. Continue to explore programs at sites that address the social/emotional development and well-being of all students, including English Learners
4. Expand tutoring and other intervention programs that are content-specific to meet the student's identified needs including special education students

The SSC recognizes the importance of **Parent and Family Engagement** and emphasizes LBUSD Board Policy 6020:

The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that continued parent involvement in the education of children contributes greatly to student achievement and a positive school environment. For this reason, the Governing Board will have a written parent involvement policy developed jointly with and agreed upon by parents/guardians and applicable to non-Title I schools.

Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so.

The district's local control and accountability plan (LCAP) shall include goals and strategies for parent/guardian involvement and family engagement, including district efforts to seek parent/guardian input in district and school site decision making and to promote parent/guardian participation in programs for English learners, foster youth, students eligible for free and reduced-price meals, and students with disabilities. (Education Code 42238.02, 52060)

The Superintendent or designee shall regularly evaluate and report to the Board on the effectiveness of the district's parent/guardian and family engagement efforts, including, but not limited to, input from parents/guardians, family members, and school staff on the adequacy of involvement opportunities and on barriers that may inhibit participation.

Title I Schools

The Superintendent or designee shall involve parents/guardians and family members in establishing district expectations and objectives for

meaningful parent/guardian and family engagement in schools supported by Title I funding, developing strategies that describe how the district will carry out each activity listed in 20 USC 6318, as contained in the accompanying administrative regulation, and implementing and evaluating such programs, activities, and procedures. As appropriate, the Superintendent or designee shall conduct outreach to all parents/guardians and family members. (Education Code 11503; 20 USC 6318)

When the district's Title I, Part A allocation exceeds the amount specified in 20 USC 6318, the Board shall reserve at least one percent of the funding to implement parent/guardian and family engagement activities and shall distribute at least 90 percent of those reserved funds to eligible schools, with priority given to high-need schools as defined in 20 USC 6631. The Superintendent or designee shall involve parents/guardians and family members of participating students in decisions regarding how the district's Title I funds will be allotted for parent/guardian and family engagement activities. (20 USC 6318).

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

ELA Findings

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 engaging every student using myriad strategies. The use of GATE strategies, ELLevation, and other components support the development of a depth of knowledge and critical thinking.

Data analysis guides teacher instruction. The first-trimester i-Ready diagnostic is used as our baseline to measure yearly growth. SBAC measures the achievement of typical growth for the year.

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

6th grade= 49%
7th grade= 49%
8th grade= 51%
Overall = 50%

Our results show that 19% of students exceeded SBAC for ELA, and 31% met SBAC. Concerning ELA, 23% of students were nearly met on SBAC. For ELA, 27% of students still need to be met on SBAC. Concerning our focus sub-groups, ELL and African American Students, 13% of students were exceeded on SBAC for ELA, 25% of students were met on SBAC for ELA, 22% of students were nearly met on SBAC for ELA, 41% of students were not met on SBAC for ELA

i-Ready Growth Report 3rd Diagnostic

Met or above grade level = 34%
Early or grade level = 10 %
One grade level below = 27%
Two grade levels below = 12%
Three grade levels or below = 18%

Overall, SBAC scores have slightly improved compared with the last two years. However, our target groups showed stagnation and, in some cases, modest improvement.

We are dedicated to supporting every student and especially committed to making intentional instructional decisions and providing support for our subgroups so that we can accelerate their growth rates to match or exceed the school average.

We are committed to preparing our students for high school and beyond by increasing literacy for all our targeted groups: AA, ELL, SPED, and Homeless. Hughes is intentionally implementing school-wide literacy strategies in every subject, and we expect to see an increase in the SBAC scores for our targeted groups by June 2025. In addition, by June 2025, our SBAC math scores will increase. In addition, African American and English Learners, special education, and our homeless population students will show a 7% growth in math and ELA.

Our instructional focus is "Read, Reflect, Respond." With literacy as the focus, we will continue to support teachers with questioning strategies. Class observations will occur, with focused feedback around literacy and classroom management strategies. In addition, grade conferences will occur in November and April to increase communication with families regarding academics.

Dashboards Red-Levels Subgroups Findings:

The overall attendance rate for Hughes for the 23-24 school year was 95.3%. Our sub-groups were slightly below the 95.3% attendance achievement level. Our African American students had a 94.9% attendance rate, English Language Learners or ELLs attendance rate was 94%, the economically disadvantaged students attendance rate was 93.7%, and our unhoused youth attendance rate was also slightly below 95%. Students with disabilities had an attendance rate of 92.8%, and the attendance rate of our Hispanic students was 94.9%. Our subgroup with the lowest attendance rate was students with disabilities. Another important measurement for our school dashboard mark was the suspension rate of our subgroups. Suspension rates were significantly higher for some groups. The overall suspension rate for our school, which included nearly 1,300 students, was 14.4% suspended for at least one day. The sub-group with the highest suspension rate was that of students with disabilities, with a rate of 28.1%. That sub-group has slightly over 100 students. Our African American subgroup had a suspension rate of 25.8%. Hughes had slightly over 200 African American students enrolled in the 23-24 school year. The suspension rate of English learners was 11.6%, and the suspension rate of the unhoused youth was 17.0%.

Goals for Dashboard Red-Level Subgroups:

Academic goals for our African American subgroup is that 49% of African American students will score met/exceeded on SBAC ELA, an 11% improvement from June 2024. 36% of Black/African-American students will score met/exceeded on SBAC Math, a 10% improvement from June 2024. The goal for ELL is that 100% of our students increase their ELPAC Summative level by at least one proficiency level. Students with disabilities, the unhoused youth, and the economically disadvantaged will improve by 10% for the previous year. By June 2025, all our subgroups will have improved by at least 10%.

Another parameter to measure is the suspension rates for our subgroups. Our goal for June 2025 is to decrease our overall suspension levels by 5%.

Action Plan

We plan to ensure that our subgroups achieve their targets through a combination of strategies: We have a targeted intervention geared toward our more needed behavior intervention population. Love Without Limits is a behavior modification intervention program offering social-emotional skills to our more

disadvantaged population.

Homework House

Saturday School

Tutoring Programs

QCI or Quality Curriculum Instructions

ELLevation Strategies

Love Without Limits

Progress Monitoring Plan for Dashboard Red-Level Subgroups

Our school staff will review the Pulse survey, suspension rates, and/or attendance data each quarter, including Dashboard red-level subgroups, to further analyze and determine the next steps. In addition, our School Site Council and our Instruction and Intervention Coordinator will develop a monitoring plan for data assessment, such as Iready, Unit Tests, and district assessments.

ELA Goals

By June 2025, 45% of students will show accelerated growth in ELA, focusing on increasing the % of Black/African-American students showing accelerated growth in ELA by 8%. By June 2025, 58% of students will score Met/Exceeded on SBAC ELA ,an 8% improvement from 2024, focusing on increasing the percentage of Black/African-American students scoring Met/Exceeded in ELA by 10%.

Moving forward, we will continue engaging students using ELLevation strategies and 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 multiple meanings to sustain and promote students' development.

Modifications and programs to be implemented this school year:

Homework House

Saturday School

Tutoring Programs

Quality Curriculum Instruction (QCI)

ELLevation Strategies

Comprehensive Needs Assessment: Mathematics

Math Findings

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 think outside the box.

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

Data analysis guides teacher instruction. The first-trimester i-Ready diagnostic is used as our baseline to measure year-long growth. SBAC measures the achievement of typical growth for the year. Edulastic and District Unit tests are more immediate measurements that drive changes in instruction and next steps.

% Met or Exceeded Growth Target in Mathematics =

6th grade= 41%

7th grade= 45%

8th grade= 43%

Overall = 43%

Mathematics IReady Diagnostics

Our first administration of the diagnostic has resulted in the following data in Math:

Above Grade Level - 20%

On Grade Level - 26%

One Grade Level Below - 28%

Two Grade Levels Below - 13%

Three or More Grade Levels Below - 14%

Math Goals

By June 2025, 45% of students will show accelerated growth in Math with a focus on increasing the % of Black/African-American students showing accelerated growth in Math by 6%. By June 2025, 48% of students will score Met/Exceeded SBAC Math, with a focus on increasing the percentage of Black/African-American students scoring Met/Exceeded in Math by 10%. 48% of students will score Met/Exceeded SBAC Math, a 5% improvement from 2024. Equity in the educational process is central to our commitment to engaging every student using myriad strategies. The use of GATE strategies, the ELLevation, and other components support the development of depth and complexity of knowledge and critical thinking.

Modifications and programs to be implemented this school year:

Homework House

Saturday School

Tutoring Programs

QCI or Quality Curriculum Instruction

ELLevation Strategies

We are committed to preparing our students for high school and beyond by increasing literacy for all our targeted groups: AA, ELL, SPED, and Homeless. Hughes is intentionally implementing school-wide literacy strategies in every subject, and we expect to see an increase in the SBAC scores for our targeted groups by June 2025. In addition, by June 2025, our SBAC math scores will increase. In addition, African American and English Learners, special education, and our homeless population students will show a 7% growth in math and ELA. Our instructional focus is "Read, Reflect, Respond." With literacy as the focus, we will continue to support teachers with questioning strategies. Class observations will occur, with focused feedback around literacy and classroom management strategies. In addition, grade conferences will occur in November and April to increase communication with families regarding academics.

Comprehensive Needs Assessment: English Learners

English Learner Findings

Hughes is deeply committed to facilitating the acquisition of English language skills for our EL students, regardless of their current level of English proficiency. Teachers use different strategies to scaffold the lessons regardless of the subject, core, or elective. Embedded in the lessons, teachers address the needs of EL students to facilitate language acquisition and learning content simultaneously. Our purpose is for students to internalize and transfer key concepts to their target language regardless of their current level of English acquisition.

Our results clearly show that 70 ELL students SBAC tested; 6% of EL students were met on SBAC for ELA, 21% of EL students were nearly met on SBAC for ELA, 73% of EL students were not met on SBAC for ELA, 1% of EL students were exceeded on SBAC for Math 5% of EL students were met on SBAC for Math 20% of EL students were nearly met on SBAC for Math 74% of EL students were not met on SBAC for Math.

Our current data reflects a need to continue supporting our ELL students' academic and attendance needs.
ELPAC Assessment 23-24

Total Number of EL Students:139
According to LPAC Diagnostic and IReady Test
Beginning Language or level one 11%
Somewhat Developed or level two 41%
Moderate Developed or level three 34 %
Well-developed or level four 14.%

In addition, we have 3 newcomers
Fully RFEP or Exited 85
RFEP Monitored 25

Two more diagnostics are being administered this year for the school and teachers to assess skill growth throughout the year. This data will inform instruction and intervention support.

English Learner Goals

To ensure the success of our ELLs, we created our multi-level plan to help our students acquire the English language faster while transferring 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.

The 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 monitoring EL student performance and start providing tutoring services for 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.

By June 2025, 49% of students will score Met/Exceeded on SBAC ELA, a 6% improvement from 2024 50% of students will score Met/Exceeded SBAC Math, a 2% improvement from 2024

Comprehensive Needs Assessment: Culture/Climate Domain

Culture/Climate Findings

Hughes Middle School has one of the most culturally diverse populations in the district. We value our students' diverse backgrounds, cultures, and primary languages. Our school measures the climate for students, parents, and school 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 different areas such as sense of belonging, identity, and agency. Pulse findings suggest that while our data shows a positive sense of belonging, we can continue working to increase it even more. Our goal for this year is to improve the "Sense of Belonging". Pulse Student Surveys are given three times yearly to measure belonging, identity, and agency. Most recent data shows the following.

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

With the daily use of "belonging phrases" throughout our school we focus on belonging to a group, connecting, and being part of our school culture. We offer a multitude of clubs, sports, lunchtime activities for all students, and provide several incentives to celebrate our students. Our culture/climate goals reflect our intent increase the sense of belonging.

Dashboards Red-Levels Subgroups Findings:

The overall attendance rate for Hughes for the 23-24 school year was 95.3%. Our sub-groups were slightly below the 95.3% attendance achievement level. Our African American students had a 94.9% attendance rate, English Language Learners or ELLs attendance rate was 94%, the economically disadvantaged students attendance rate was 93.7%, and our unhoused youth attendance rate was also slightly below 95%. Students with disabilities had an attendance rate of 92.8%, and the attendance rate of our Hispanic students was 94.9%. Our subgroup with the lowest attendance rate was students with disabilities. Another important measurement for our school dashboard mark was the suspension rate of our subgroups. Suspension rates were significantly higher for some groups. The overall suspension rate for our school, which included nearly 1,300 students, was 14.4% suspended for at least one day. The sub-group with the highest suspension rate was that of students with disabilities, with a rate of 28.1%. That sub-group has slightly over 100 students. Our African American sub-group had a suspension rate of 25.8%. Hughes had slightly over 200 African American students enrolled in the 23-24 school year. The suspension rate of English learners was 11.6%, and the suspension rate of the unhoused youth was 17.0%.

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.

Expectations Assemblies and lessons taught during the Advisory Period are geared toward creating 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 Site Based Decision Making Team (SBDM) will analyze collected data to determine the next steps. In addition, the teams will collect and analyze referral and lunch detention data to design interventions and possible solutions.

Restorative Justice is 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 resolution in a safe and meaningful way. One of RJ's central practices is communal "circles" works to improve the school climate.

Our results show that 71% of students report a sense of belonging ,78% of students reported student agency, and 81% of students reported a positive student identity. 71% of African American students report a sense of belonging, 79% of African American students report student agency, and 79% of African American students report a positive student identity.

Culture/Climate Goals

The administrative team reviews referral and suspension data for the targeted groups to follow the progress of individual students and develop action plans and effective ways to monitor improvements. In addition, the team shares with teachers, together data is analyzed for targeted interventions.

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."

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

Goal:

We aim to improve the "Sense of Belonging" throughout our school. We focus on belonging to a group, connecting with others, and being part of our school culture. Our culture/climate goals reflect our intent to improve the culture/climate of our students and intentionally support and increase affirmative responses.

Plan:

Part of our plan to improve our school's culture and climate is to implement a sense of respect and responsibility by creating lessons that teachers cover during their advisory period. Several activities have been 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 helps us monitor trends and gains in climate and culture, precisely the "sense of belonging."

Academic goals for our African American subgroup is that 49% of African American students will score met/exceeded on SBAC ELA, an 11% improvement from June 2024. 36% of Black/African-American students will score met/exceeded on SBAC Math, a 10% improvement from June 2024. The goal for ELL is that 100% of our students increase their ELPAC Summative level by at least one proficiency level. Students with disabilities, the unhoused youth, and the economically disadvantaged will improve by 10% for the previous year. By June 2025, all our subgroups will have improved by at least 10%.

Another parameter to measure is the suspension rates for our subgroups. Our goal for June 2025 is to decrease our overall suspension levels by 5%.

Hughes Middle School has one of the most culturally diverse populations in the district. We value our students’ diverse backgrounds, cultures, and primary languages. Our school measures the climate for students, parents, and school personnel three times a year by administering “The Pulse” survey. The Pulse Survey is administered every trimester to reflect our school climate and students’ sense of belonging, identity, and agency.

By June 2025, students will increase the sense of belonging for all students by 6% (from 71% to 77%), student agency by 3% (from 78% to 81%), and student identity by 1% (from 81% to 82%).By June 2025, students will increase the sense of belonging for African-American students by 7% (from 71% to 78%), student agency by 2% (from 79% to 81%), and student identity by 3% (from 79% to 82%).

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	<p>1) 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.</p> <p>% Met or Exceeded Typical Growth Target In English Language Arts=</p> <p>6th grade= 32% 7th grade= 48% 8th grade= 47% Overall = 42%</p> <p>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%</p>	Goal Partially or Not Met	<p>Goal: We expect a 5% increase in SBAC ELA scores by June 2024. We achieved an increase in English Language Arts of 6%, although it was an increase our school did not meet the target.</p> <p>The analysis of data guides the teacher's instruction. The first-trimester i-Ready diagnostic is used as our baseline to measure yearly growth. SBAC is the measurement of the achievement of typical growth for the year.</p> <p>Met or Exceeded Standard for ELA achievement Level 49.88%</p> <p>Not Met: 39% Nearly Met: 12% Met: 15% Exceeded: 35%</p> <p>Overall</p>	<p>Moving forward, we will continue engaging students using ELLevation strategies and data analysis and monitor student achievement quarterly to drive our instruction.</p> <p>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 to sustain and promote student development.</p> <p>Modifications and programs to be implemented this school year: Homework House Saturday School Tutoring Programs QCI or Quality Curriculum Instructions ELLevation Strategies</p>

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

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

Not Met: 27%
Nearly Met: 23%
Met: 31%
Exceeded: 19%

Overall, SBAC scores have slightly improved compared with the last two years. However, we did not achieve our target.

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			
Math	<p>1) 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.</p> <p>% Met or Exceeded Growth Target in Mathematics =</p> <p>6th grade= 30% 7th grade= 51% 8th grade= 38% Overall = 43%</p> <p>Mathematics IReady Diagnostics</p> <p>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%</p>	Goal Partially or Not Met	<p>Met or Exceeded Standard for Math Achievement Level in Math 43.11%</p> <p>Data analysis guides teacher instruction. The first-trimester i-Ready diagnostic is used as our baseline to measure yearly growth. SBAC measures the achievement of typical growth for the year. Edulastic and District Unit tests are more immediate measurements that drive changes in instruction and next steps.</p> <p>Met or Exceeded Growth Target in Mathematics = 46% Our school had minimal improvement, however, it managed to have some gains in Math.</p> <p>Math Growth</p> <p>Not Met: : 33% Nearly Met: 13% Met: 15%we managed Exceeded: 39%</p>	<p>Equity in the educational process is central to our commitment to engaging every student using a myriad of strategies. The use of Gate strategies, The Ellevation, and other components support the development of depth and complexity of knowledge and critical thinking.</p> <p>Modifications and programs to be implemented this school year: Homework House Saturday School Tutoring Programs QCI or Quality Curriculum Instructions ELLevation Strategies</p> <p>Our math scores improved slightly compared to last year, which means we did not achieve our target goal. However, addressing all students' math skills is imperative to increasing their confidence and proficiency in math tasks.</p>

Three or More Grade Levels Below - 29%

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.

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.

Achievement Level

Our goal was not met; however, we managed to gain some points in math

Not Met 33%

Nearly Met: 24%

Met: 22%

Exceeded: 21%

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:

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

	<p>Research Papers Google Slides Presentations End of unit test assessment End of a story/skill/ Assessment. Vocabulary Assessment IReady Quarterly SBAC</p>			
English Learner	<p>1) Our current data reflects a need to support the academic and attendance needs of our ELL students.</p> <p>ELPAC Assessment 22-23</p> <p>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%</p> <p>In addition we have 8 newcomers Fully RFEP or Exited 136 RFEP Monitored 28</p> <p>We will have two more</p>	Goal Partially or Not Met	<p>(Goal: ELA Assessment, an increase of 10% - iReady Typical Growth.)</p> <p>Our ELLs achieved a 6% overall increase in the 23-24 school year. Our current data reflects a need to continue supporting the academic and attendance needs of our ELL students.</p> <p>ELPAC Assessment 23-24</p> <p>Total Number of EL Students 101</p> <p>According to LPAC Diagnostic and IReady Test</p> <p>Beginning Language or level one 15.8 % Somewhat Developed or level two 35.6 % Moderate Developed or level three 36.6 % Well develop or level four 11.9</p>	<p>To ensure the success of our ELLs, we created our multi-level plan to help our students acquire the English Language faster while transferring knowledge from their primary Language to English.</p> <p>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. The school Counselor will follow ELLs' attendance weekly. TAB card for public transportation, if needed. Bilingual, Spanish, parent liaison to facilitate communication.</p> <p>We need to be more intentional in monitoring EL student performance and start providing tutoring services for EL students earlier. We need to use i-Ready diagnostic 2 data as a formative tool to adjust our interventions accordingly. We will also</p>

	<p>diagnostics this year for the school and teachers to assess skill growth throughout the year. This data will inform instruction and intervention support.</p> <p>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.</p>		<p>%</p> <p>In addition we have 6 newcomers Fully RFEF or Exited 25 RFEF Monitored 57</p> <p>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.</p>	<p>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.</p>
Culture/Climate	<p>1) 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</p>	<p>Goal Partially or Not Met</p>	<p>Culture</p> <p>Goal: 5% Increase in Culture and Climate - CORE Survey.</p> <p>Sense of belonging is 93%, adding 1% which shows slight increase.</p>	<p>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 our school's culture and climate.</p> <p>Expectations Assemblies and lessons taught</p>

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.

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%

Safety showed a significant decrease, 11%. Pulse Survey showed an increase in the areas of identity, 1% agency 3% and belonging 4%. Hughes Middle School has one of the most culturally diverse populations in the district, and we treasure our students' diverse backgrounds, cultures, and primary Languages. Our school measures the climate for students, parents, and school personnel three times a year by administering "The Pulse" survey. The CORE. Pulse surveys are administered every trimester to take The Pulse of our school climate and students' experiences in different areas such as sense of belonging, identity, and agency.

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 the next steps. In addition, the teams will collect and analyze referral and lunch detention data to design interventions and possible solutions.

Restorative Justice is front and central to our discipline model. RJ, or Restorative Justice practices in our school, focus 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 of RJ is the practice of communal "Circles" to improve the school climate.

The targeted group will have one-to-one counseling during lunch as needed. The administration team will review referral and suspension data for the targeted groups to follow the progress of individual students and 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, monitor improvements, and

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:

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

create new opportunities to improve the climate and culture of our school.

	<p>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)</p> <p>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".</p>			
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Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate 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)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact

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 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. (IN 2)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
Provide two classes of weekly tutoring, two days a week, for ELL students to support their passage of the ELPAC (IN 3)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
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 monitoring our tier 2 and tier 3 students as well throughout the week. (IN 4)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact
Provide funding to our school's Wellness Center to purchase supplemental school supplies for students in need of these resources (IN 5)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact
Funding a 50% Parent Liaison/Facilitator (that will connect with the 50% district funded parent/community facilitator) to support building 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 positive school culture. (IN 6)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact
Hughes will fund .4 FTE for the purpose of math intervention through two math development course. (IN 7)	Somewhat Impactful	Strong Positive Impact	Somewhat Impactful	(Does not apply to this goal)
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. (IN 8)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact
Funding to provide sub coverage and buses for YGT performances and trips (IN 10)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact

Provide funding to cover substitute teachers and buses for our Dream Big club (IN 11)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
<p>Hughes will fund a 50% Assistant Principal position (along with 50% funding by the District) to provide additional administrative support as an intervention for student academic, behavioral, and SEL support.</p> <ul style="list-style-type: none"> - 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 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 <p>(IN 12)</p>	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact
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 (IN 13)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact
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. (IN 14)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact
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. (IN 15)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact

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. (PD 3)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact
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. (PD 4)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact
To provide funds to support parent education opportunities including pay for staff, speakers, materials, and light refreshments. (PI 1)	(Does not apply to this goal)	(Does not apply to this goal)	Somewhat Impactful	Strong Positive Impact
Purchasing of licenses for educational technology platforms to support 8th grade math. (SM 1)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	(Does not apply to this goal)
Purchase 4 Mac Desktops to replace outdated devices for yearbook class. (SM 3)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Limited or no impact
Purchase recognition items for students who successfully complete their run goals in PE. (SM 4)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact
Purchase a run clock for PE (SM 5)	Limited or no impact	Limited or no impact	Limited or no impact	Somewhat Impactful
Sending 10 students to yearbook camp in the Summer of 2023 (SM 6)	Strong Positive Impact	Somewhat Impactful	Strong Positive Impact	Somewhat Impactful
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. (SM 7)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful

Headphones to help with state testing. (SM 8)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
Science materials for lab experiments. (SM 9)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact

Accountability Measure 1: Increase Achievement

Core Program - English Language Arts		
Curriculum/Instruction	Assessments	Resources/Materials
<p>All 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:</p> <ul style="list-style-type: none"> • Building disciplinary and conceptual knowledge through content rich nonfiction and informational text, explored through academic discourse. • Reading and writing analysis grounded in evidence from text. • Regular practice with reading and producing complex text and its academic vocabulary with intensity. <p>All 6-8 Language Arts classrooms will use:</p> <ul style="list-style-type: none"> • District generated, grade level Scope & Sequence 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. 	<p>Formative and Interim assessments within the grade level Unit in both Reading and Writing, including:</p> <p>A cold-read Unit assessment, which assesses whether students can read “new” text(s) and apply the same level of understanding and mastery of the CCSS.</p> <p>Daily, weekly on-going checks for understanding (e.g., exit slips, learning logs, quizzes, other vocabulary, literary, grammar, spelling, or mechanics tasks)</p> <p>Diagnostic reading growth assessments 3x a year (iReady)</p> <p>Smarter Balanced Assessment Consortium summative assessment (Grades 6-8)</p>	<p>myPerspectives and associated ancillary materials, Pearson</p> <p>Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading.</p> <p>Content Area textbooks (e.g. Health, Science, Social Studies)</p> <p>Supplemental Reading materials matched to students' instructional Reading level - NewsELA</p> <p>Thinking Maps</p> <p>ELLevation</p> <p>iReady</p>

Core Program - Writing		
Curriculum/Instruction	Assessments	Resources/Materials
<p>All 6-8 ELA classrooms will include Writing instruction designed to ensure that all students are prepared to write the following text types:</p> <ul style="list-style-type: none"> • 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 <p>All 6-8 ELA classrooms will engage in frequent/daily Writing activities embedded into the grade level Scope and Sequence and Units of Instruction to include any of the following:</p> <ul style="list-style-type: none"> • 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 	<p>Formative and Interim Writing assessments within the grade level Unit of Instruction, including:</p> <p>Daily Performance Activities such as: short constructed responses, analyses using evidence, multi-paragraph responses, essays</p> <p>At least 3 pieces of processed writing that include the three writing genres and may include research that 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.</p> <p>At least 3 pieces of “On Demand” Reading/Writing Culminating Writing Assessment that include the three writing genres. Students will craft written works that display logical integration and coherence, in a multi-paragraph response.</p> <p>Research Task & Presentation</p> <p>SBAC Summative assessment (Grades 3-8)</p>	<p>myPerspectives and associated ancillary materials, Pearson</p> <p>Write from the Beginning & Beyond supplemental Writing program materials</p> <p>Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading.</p> <p>Content Area textbooks (e.g. Health, Science, Social Studies)</p> <p>Thinking Maps</p>

Core Program - Math		
Curriculum/Instruction	Assessments	Resources/Materials
<p>Math (6-8) 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:</p> <ul style="list-style-type: none"> • 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 <p>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.</p> <p>As part of the 6-8 Units of Instruction, all 6-8 students will engage in:</p> <ul style="list-style-type: none"> • Daily Math Routines • Math Tasks • Mathematical Discourse 	<p>Formative Assessment Lessons embedded into each Unit of Instruction</p> <p>End of Unit Assessment embedded into each Unit of Instruction</p> <p>SBAC Summative Assessment (Grade 6-8)</p>	<p>Content area textbooks and online resources from Big Ideas Mathematics</p> <p>LBUSD Supplemental Instructional Resources</p> <p>Khan Academy</p>

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
Students that struggle	Love Beyond Limits is	Identified At-Risk	Title 1 \$15,000	07/01/2024 -	Assistant Principal	Assistant Principal

<p>academically, that have attendance issues, and that have challenging lives outside of school benefit from mentors that can relate to them and can teach concrete skills to help them be successful. High School Readiness 50, Attendance/Chronic Absenteeism Rate 50</p>	<p>an enrichment program which provides a transformative learning experience for 24 young individuals over 13 weeks. The targeted students are those that are struggling academically, students with attendance issues, and students that have challenging home lives due to circumstances beyond their control. Love Beyond Limits is a outside organization that comes to the site. They provide classes, they mentor, and they partner with family members. The cost of the program pays for the classes, the materials, and the cost of a field trip where students get to exposed to real-life scenarios and get the opportunity to</p>	<p>Students</p>	<p>Services - Title 1 100%</p>	<p>06/30/2025 Monthly</p>	<p>High School Readiness 50, Attendance/Chronic Absenteeism Rate 50</p>
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	practice skills they learn.					
We have the need to support all students with hands on experiences to concrete learning. Other 100	Additional materials/supplies for students. We need art supplies, manipulatives, and supplemental books to support our efforts to build in cultural relevance, etc.	All Students	Title 1 \$30,000 Materials - Title 1 100%	11/01/2024 - 06/30/2025 Daily	Principal	Department Heads meet regularly as a group with the principal. Other 100
Teachers can increase class participation by moving around the room with mobile devices that connect to the new systems here at Hughes. Other 100	The purchase of technolgy (computers, iPads & document cameras) to enhance instruction.	All Staff	Title 1 \$20,000 Materials - Title 1 100%	11/01/2024 - 06/30/2025 Other	Principal	Principal Other 100

<p>We have the need to ensure that co-teach partners (ed specialists and content teachers) are prepared for all students including prepared for scaffolding to meet the needs of students with IEPs. In addition some students need smaller testing environments per their IEPs. Other 100</p>	<p>We are doing full inclusion of our MM students at Hughes. We have the need for a smaller testing environment for some of our students. We will pay teachers to work on their conference period if they are able to proctor for our students with special needs. In addition, we sometimes need to provide additional support to select students based on their needs/IEP and will offer our Ed Specialists to work on their conference. Additionally we are paying co-teacher pairs to plan outside of the duty day to ensure that all students receive the necessary accommodations/sup ports.</p>	<p>All Staff</p>	<p>Title 1 \$19,583 Teacher Hourly P Schedule (5) for 25 hours annually - Title 1 100% Teacher Hourly Extra Comp (6) for 16 hours annually - Title 1 100%</p>	<p>11/01/2024 - 06/30/2025 Weekly</p>	<p>Principal & Assistant Principal</p>	<p>Principal Other 100</p>
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<p>Support for our Black History Month club Culture-Climate Survey (Student-Staff) 100</p>	<p>Funding to provide sub coverage and buses for YGT performances and trips. In addition our Dream Big and YGT students will visit a local college together. Both YGT (young, gifted & talented) and Dream Big are students that center our Black students.</p>	<p>African-American</p>	<p>Title 1 \$6,000 Materials - Title 1 100%</p>	<p>11/01/2024 - 06/30/2025 Semester</p>	<p>Principal YGT Advisor</p>	<p>YGT performances Student participation Culture/Climate Culture-Climate Survey (Student- Staff) 100</p>
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<p>We need to track students at all times on campus for safety. Culture-Climate Survey (Student-Staff) 100</p>	<p>We are purchasing a system called 5 Star which allows us to use student ID's to scan for hallway passes and gives us the ability to scan Hughes Hero tickets which is an incentive program we have here at Hughes. By having Star 5 we are able to keep track of who is out of class, how often, and we can program the system so identified groups are never allowed out of class at the same time. This system is great for tracking data that we can share with teachers and families.</p>	<p>All Staff</p>	<p>LCFF \$5,000 Services - LCFF 100%</p>	<p>11/01/2024 - 06/30/2025 Daily</p>	<p>IIC</p>	<p>IIC Culture-Climate Survey (Student-Staff) 100</p>
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<p>Student safety Positive School Culture Culture-Climate Survey (Student-Staff) 100</p>	<p>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.</p>	<p>All Students</p>	<p>LCFF Rec \$63,099 Hourly - Recreation Aide (8) for 400 hours annually - LCFF Rec 100%</p>	<p>07/01/2024 - 06/30/2025 Daily</p>	<p>Principal</p>	<p>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</p>
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<p>Academic success SEL support Chronic Absenteeism EL reclassification Other College Readiness Measures 50, Culture-Climate Survey (Student-Staff) 50</p>	<p>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 principal to decrease the D/F rate, chronic absenteeism, and increase EL reclassification.</p>	<p>Identified At-Risk Students, English Learners, African-American</p>	<p>Title 1 \$54,149 Counselor .3 FTE - Title 1 100%</p>	<p>07/01/2024 - 06/30/2025 Daily</p>	<p>Principal</p>	<p>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. Other College Readiness Measures 50, Culture-Climate Survey (Student-Staff) 50</p>
<p>Students need to experience science and the materials help to concrete the learning. Core Curriculum 100</p>	<p>We are purchasing supplies so that our science teachers can do hands on experiments to help concrete the learning for students.</p>	<p>All Students</p>	<p>LCFF \$5,000 Materials - LCFF 100%</p>	<p>07/01/2024 - 06/30/2025 Daily</p>	<p>Principal</p>	<p>Principal Core Curriculum 100</p>

Attendance, Behavior, Academic, SEL High School Readiness 50, Culture-Climate Survey (Student-Staff) 50	Hughes will fund a 50% Assistant Principal position (along with 50% funding by the District) to provide additional administrative 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	Administration, English Learners, Identified At-Risk Students, Special Education, African-American	Title 1 \$101,765 Asst. Principal Middle .5 FTE - Title 1 100%	07/01/2024 - 06/30/2025 Daily	Principal Assistant Principal	Ongoing monitoring by principal High School Readiness 50, Culture-Climate Survey (Student-Staff) 50
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<p>rates of office referrals - Collaborate with teachers, school community liaison, and admin to conduct parent involvement meetings to proactively support student achievement.</p> <ul style="list-style-type: none"> - 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 					
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All students Core Curriculum 100	We are purchasing equipment for our physical education department. All of our students benefit from the use of equipment that we purchase. Having additional equipment enhances the lessons teachers can provide. Our team of physical education teachers are always looking for new and creative ways to engage the many different types of students we have at Hughes.	All Students	LCFF \$5,000 Materials - LCFF 100%	07/01/2024 - 06/30/2025 Daily	Principal	Assistant Principal Core Curriculum 100
Students need various different material/supplies to be able to create different types of art. Core Curriculum 100	We are purchasing art supplies so that students can create, build, and showcase their artistic skills.	All Students	LCFF \$3,000 Materials - LCFF 100%	07/01/2024 - 06/30/2025 Daily	Principal	Principal Core Curriculum 100

<p>Safety is the most important priority. Culture-Climate Survey (Student-Staff) 100</p>	<p>We are purchasing radios for our support team. It is essential that the team of adults that support the safety and well being of each student is able to communicate. The current radios are outdated and need to be replaced. 10 radios- \$630 each= 6,300 plus tax & shipping</p>	<p>Support Staff/Counselors, Targeted Staff</p>	<p>LCFF \$7,500 Materials - LCFF 100%</p>	<p>07/01/2024 - 06/30/2025 Daily</p>	<p>Principal</p>	<p>Principal Culture-Climate Survey (Student-Staff) 100</p>
<p>Yearbook students benefit from learning how to be journalists from people who work in the field. It helps students make connections to real-life application. Other 100</p>	<p>A select group of 13 students and 2 adults will attend yearbook camp. Each attendee costs \$450. Students attend classes all day. Students learn how to develop a theme and write copy and captions. They also learn photography, photo editing skills, marketing techniques, and interviewing skills. The cost covers room and board.</p>	<p>Other Targeted Students</p>	<p>LCFF \$6,750 Services - LCFF 100%</p>	<p>07/01/2024 - 06/30/2025 Annually</p>	<p>Principal</p>	<p>Yearbook Teacher is attending the camp with the students and chaperone. Other 100</p>

Program Description for Transitions		
Preschool Transition	Gr. 5 to MS Transition	Gr. 8 to HS Transition
Not applicable in our school.	<p>Here at Hughes we have a comprehensive program of articulation to and from our school. WEB is a welcome committee composed of scholars who help ease the transition from elementary to middle school. This group of Hughes Scholars participates in school tours for upcoming 5th grades.</p> <p>Hughes Ows Night is a night for parents and students in 5th grade trying to decide what school to attend. It is an opportunity to ask questions, visit classrooms, talk to teachers, and get familiar with Hughes's programs and electives.</p> <p>Active participation in the Education Celebration and Middle School Fair. Here, we answer questions and promote our school.</p>	<p>Parent Information Night to answer parents' questions about our school.</p> <p>Hughes has a solid articulation program that gears to orientate the new 5th graders in their transition to Hughes and ensure a smooth transition for our 8th graders leaving middle school for high school.</p> <p>Parent Information Night to answer any questions parents may have about our school.</p> <p>Counselor information day for students.</p> <p>Parent Center to answer questions.</p>

Accountability Measure 2: Organizational Climate

Organizational Climate					
Identified 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	Restorative Justice Professional Development Wellness Center	Title 1	June 2024-June 2025	Principal Assistant Principals Facilitators	CORE Survey Pulse Survey

<p>for our African American students when compared to our previous Pulse survey. We need to work on increasing the sense of belonging.</p> <p>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.</p> <p>We aim to improve the “Sense of Belonging” throughout our school. Our focus is the need to belong to a group, connect, and be part of our school culture. Our culture/climate goals reflect our intent to improve the culture/climate of our students and intentionally support and increase affirmative responses.</p> <p>Plan: To implement a sense of respect and responsibility by creating lessons that teachers cover during their advisory period.</p>	<p>VIPS</p>			<p>Office Staff Other Personnel Teachers</p>	
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<p>Several activities have been 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)</p>					
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Accountability Measure 3: Professional Development

Professional Development					
Identified Need(s)	Planned Staff Development	Funding Source & Cost	Dates/Hours of Training Session	Personnel	Tools Used for Monitoring Implementation & Effectiveness
Our teachers need to build cultural competence to increase student engagement and increase overall student performance. Other 100	We are partnering with Dr. Michelle Pledger to support our professional development on building cultural competence. Dr. Pledger provided a 2 hour professional development at our last PD Day.	Title 1 \$3,700 Services - Title 1 100%	11/01/2024 - 06/30/2025 Quarterly	Principal	Principal
Equity SEL GATE Strategies Differentiation Formative Assessment EL Support Core Curriculum 100	Department release days to plan rigorous lessons that align to the work that was done in QCI last year. This work will be supported by the curriculum leaders and the administrative team at Hughes. Each quarter teachers core content teachers will get 1 release day to plan lessons that support our district work. (QCI) PE, Elective & Special Education Teachers will get 2 release days in the school year to plan lessons that support our district work (QCI).	LCFF \$39,508 Substitute teacher full day (11) for 3 days - LCFF 100% Substitute teacher full day (10) for 3 days - LCFF 100% Substitute teacher full day (7) for 3 days - LCFF 100% Substitute teacher full day (8) for 3 days - LCFF 100% Substitute teacher full day (19) for 2 days - LCFF 100%	07/01/2024 - 06/30/2025 Quarterly	Principal	Agendas will be approved by curriculum leads- there will be systems for accountability through department meeting time to follow up with the work from release days.

<p>Equity SEL GATE Strategies Differentiation Formative Assessment EL Support Core Curriculum 100</p>	<p>Summer professional development to support our teachers with the most effective strategies to meet the needs of our diverse learners. A select group of teachers will be invited to attend a behavior management training to prepare for the new school year. A select group of teachers that will be co-teaching will meet to plan for our new co-teach model using Universal Design Learning (UDL).</p>	<p>LCFF \$10,184 Teacher Hourly P Schedule (10) for 6 hours annually - LCFF 100% Teacher Hourly P Schedule (15) for 4 hours annually - LCFF 100%</p>	<p>07/01/2024 - 08/30/2024 Annually</p>	<p>Principal</p>	<p>Agendas will be approved by curriculum leads- there will be systems for accountability through department meeting time to follow up with the work from release days.</p>
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Describe Teacher Involvement

Hughes Middle School provides teachers multiple opportunities to attend professional development (PD) throughout the year. Teachers have input on what type of PD they would like to attend based on their interests and needs. At least twice a year, teachers fill out a survey stating their interests and needs for 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 aligns with 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 for PDs before or after regular 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.

The site-based decision-making team (SBDM) approves many program and policy decisions. The SBDM Committee comprises at least eight teachers whose colleagues have voted in. 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 five teachers who their colleagues have selected.

Teachers are highly involved in the school's professional development topics and in delivering some professional developments according to their expertise. The heads of departments in our school disseminate important information and offer extra help in different places, from classroom management to activities shared with other teachers. In addition, teachers are essential in maintaining and improving the school's morale and culture. Self-care has been central in every teacher's meeting.

The practice of some "Circles" is one of the Restorative Justice strategies that has helped improve teachers' sense of belonging in our school.

Accountability Measure 4: Parent & Community

Parent and Community Involvement					
Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Method for Assessing Effectiveness
<p>Although the pandemic was declared over a few years ago, we still have some issues that originated or were exacerbated during that time; parent involvement in our campus has decreased since we opened our school back to parents. We recognize the need to have our best partners in the educational process, our students' parents, back. Every parent wants the best for their children regardless of conditions; our school understands that and is implementing a plan to reverse this trend.</p> <p>We recognize the need to increase parental involvement in our school.</p>	<p>To correct this issue, our school has a 50% parent-community facilitator. In addition, we created a "Parent Center," a dedicated space for parents and guardians to receive workshops, parenting classes, and ELAC reunions. Our school provides education on topics related to middle school students. Wellness Center Parenting Partners Kind and Calm Yoga</p>	<p>Title I Parental Involvement</p>	<p>June 24-June 25</p>	<p>Principal Family-Community Facilitator Counselor Office Staff</p>	<p>CORE Survey Pulse Survey Number of VIPs Number parents getting involved.</p>

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)	281478
Title I Parent and Family Involvement (3008)	7001

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; Research LROIX Development.	NA
Centralized Services Share	Counselors, Family Resource Centers, Facilitators, Travel/Conferences, APEX Online, Youth Orchestra Travel/Conferences, CORE	NA

State Programs *	Allocation
LCFF	95620

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

Midyear Adjustments:

The state projects amounts districts receive in Title I and other resources, sometimes making mid-year adjustments to the allotments as a result of the Consolidated Application. While there is often no difference in site allocations, LBUSD will notify affected principals who will announce any adjustment to the SSC.

Title I Reservations

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

Administrative Share & Reservations Title I Program Administration

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

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

Research/TISB 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.

Program Administration and Personnel to provide leadership:

- Curriculum Instruction and Professional Development (OCIPD): DELAC and EL services
- Early Learning (CDC, Educare, Head Start) - early childhood education, personnel including pre-K teachers of subsidized programs, office assistants
- Equity Engagement and Partnerships (EEP) - parent workshops and community engagement
- State and Federal Programs (SFP): state and federal supplemental programs

Centralized Services

Family Resource Centers

Services to address students' social, emotional, and behavioral needs at 32 schools, including short-term counseling. The centers work with families to connect them to community resources, school-based services and parent education workshops.

Youth Orchestra

Students receive music opportunities with string instruments and instruction from professional music performers on weekends.

Assistance to Schools**Counselors**

Addresses student well-being, provides and coordinates various mental health supports, and collaborates with the site team to promote academic, behavioral or social-emotional development.

Facilitators

Assists in site engagement and compliance tasks to improve communication, build and strengthen community partnerships, and address goals to improve student achievement.

Travel/Conferences

Enables staff to develop requisite knowledge about programs they lead.

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.

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.

Foster Youth Transportation

Transportation services for foster youth districtwide, contracted with Los Angeles County Department of Health

Technology

Supplemental technology support and devices to school sites

School Site Council Membership

Member Group	Representing	Name	Elected Term Ends
Staff	Principal	Maria Pilar Perossio	07-30-2026
Staff	Classroom Teacher	Brandon Rios	07-30-2025
Staff	Classroom Teacher	Jennifer Holz	07-30-2026
Staff	Classroom Teacher	Deborah Bober	07-30-2026
Staff	Classroom Teacher	Carla Richarson	07-30-2026
Staff	Other School Personnel	Christina Maben	07-30-2026
Community	Parent/Community Member	████████ Cortes	07-30-2025
Community	Parent/Community Member	████████ Flagg	07-30-2025
Community	Parent/Community Member	████████ Vidal	07-30-2025
Community	Student	T ██████████	07-30-2025
Community	Student	M ██████████	07-30-2025
Community	Student	A ██████████	07-30-2025

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)	████ Tran
DELAC Representative	Parent of EL Student (required)	████ Gonzalez
Principal or Designee	Staff Member (required)	Maria Pilar Perossio
Secretary	Parent of Non-EL Student (required)	████ Loeza

Name	Representing
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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?	09/23/2024
3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement:	Modified ELPAC for Sped Students More cameras in common areas in front of the school and the parking lot. EL support after-school tutoring /starting as soon as possible and following ELs closely For the second semester/Saturday School to support ELPAC testing
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 Reclassification Data
5. At which SSC meeting were the ELAC recommendations presented? Ensure the SSC Agenda and Minutes list the receipt of the ELAC Recommendations	09/25/2024

6. What was SSC's response to ELAC recommendations?	SSC thank the ELAC members for their recommendations to support academic achievement for our English Language Learners and underperforming students. Members of SSC are in support and have been in consultation to consider some options for interventions that will target ELs and our at-risk students. Further information regarding the interventions will be made available at a later date. We have already discussed and committed to providing parents with various workshops/trainings throughout the year to address different topics. Once again, thank you for your recommendations, and we look forward to our continued collaboration throughout the year.
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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): 09/25/2024
2. The SSC approved the **Home-School Compact** on 10/08/2024
3. The SSC approved the **Parent Involvement Guidelines** on 09/24/2024
4. Our School held **two Title I Annual Parent Meetings** (input dates if a Title I school): 09/24/2024, 11/21/2024
5. SSC Participated in the Annual Evaluation of SPSA:10/08/2024
6. The SPSA was approved at the following SSC Meeting: 11/20/2024

LBUSD Board of Education Approval Date:

Signatures:

Principal: _____

Printed Name: _____ Date: _____

SSC Chair: _____

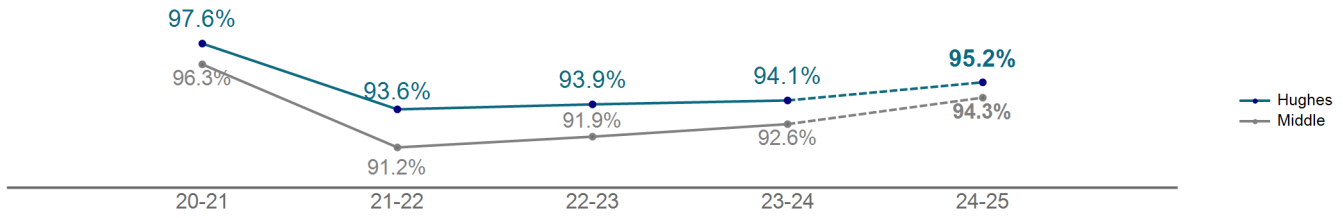
Printed Name: _____ Date: _____

ELAC Chair: _____

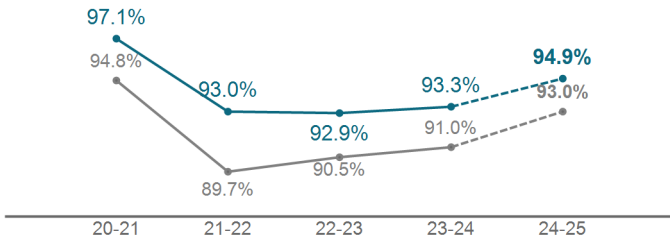
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Attendance Rate

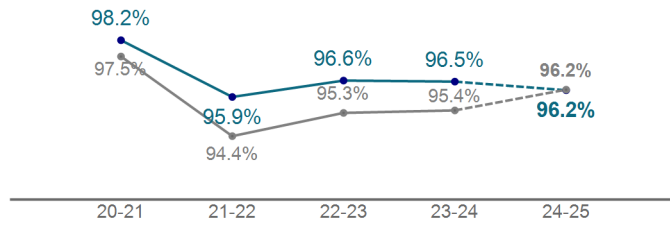
Hughes
All Students
N = 1,228



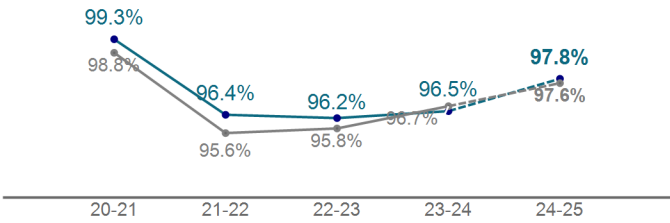
African American
N = 210



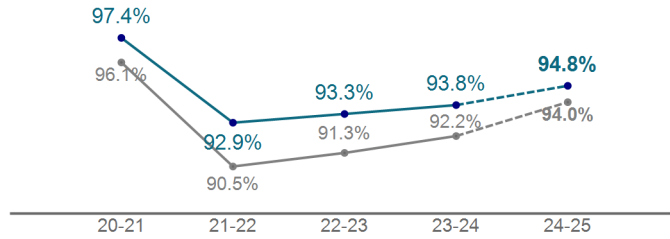
Asian
N = 102



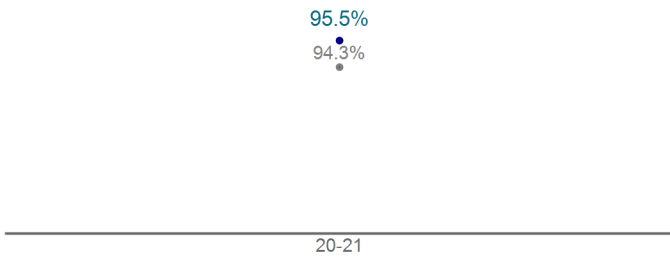
Filipino
N = 79



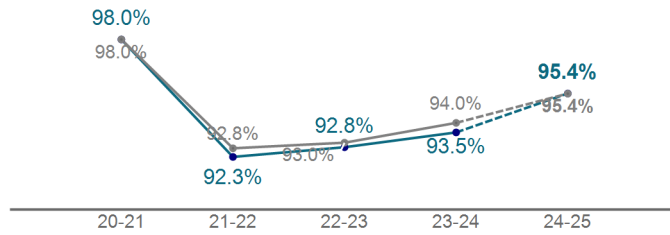
Hispanic
N = 597



Pacific Islander



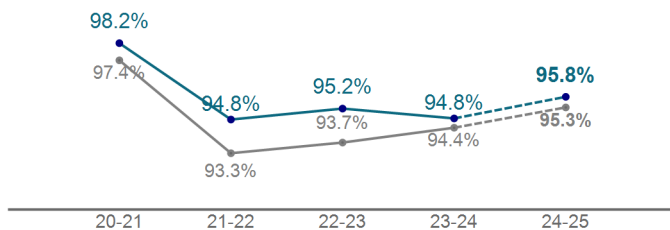
White
N = 98



Native American

Subgroup with fewer than 20 students.

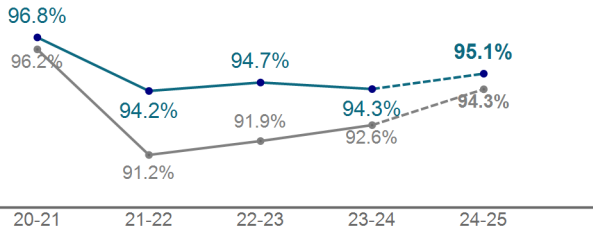
Other
N = 123



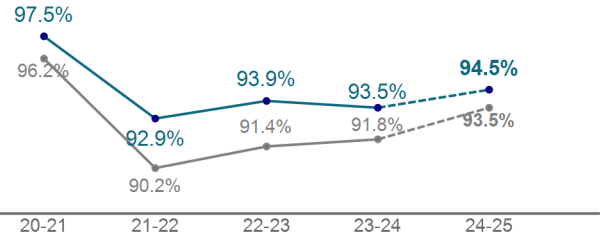
N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure. Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

Attendance Rate

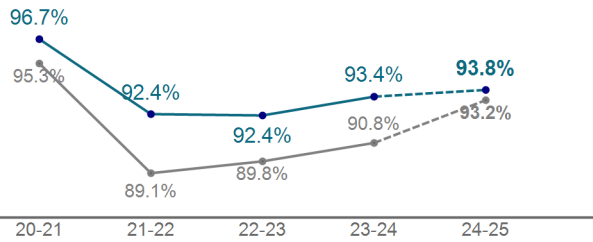
EL + RFEP
N = 244



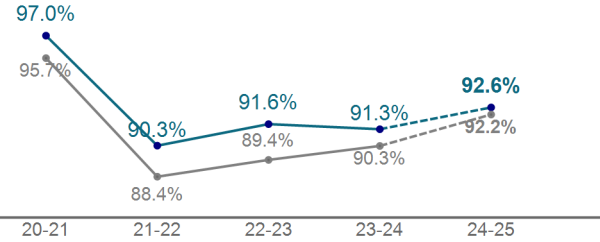
Low SES
N = 654



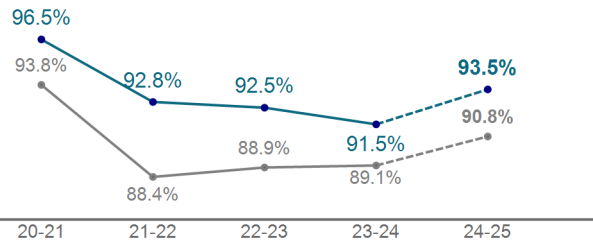
English Learner
N = 93



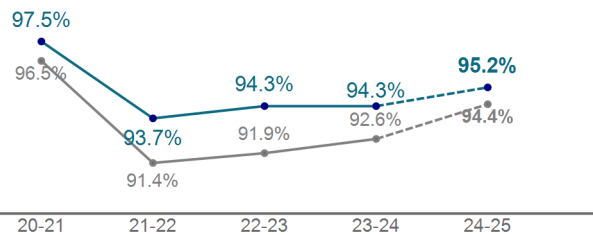
Special Education
N = 176



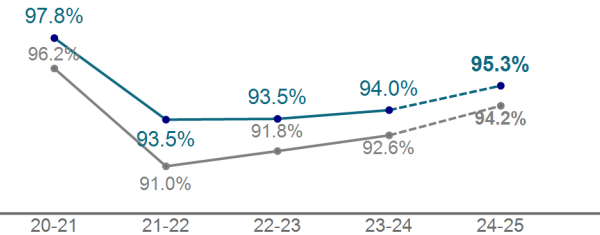
Homeless or Foster Youth
N = 83



Female
N = 613



Male
N = 614



N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure.
 Dashed line represents data for current year still in progress.
 Subgroups under 20 students are not included.

SBAC ELA 2024 :: School Data by Subgroup

Hughes

Category	Tested	Percent by Achievement Level							2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
All Students	1,200	50%	27	23	31	19	50%	↑1		↓1	
	All Middle	52%	27	24	31	17	48%	↑3		↑1	
	District	51%	29	22	27	23	49%	↑1		↑2	
Grade	Gr. 06	396	51%	28	24	31	18	49%	↑5		↓11
		All Middle	56%	29	27	28	16	44%	↑1		↓7
		District	55%	29	26	28	17	45%	↑1		↓6
	Gr. 07	390	51%	29	22	29	20	49%	↓5		↑9
		All Middle	49%	27	22	32	19	51%	↑2		↑8
		District	48%	27	21	32	20	52%	↑2		↑8
	Gr. 08	414	49%	25	23	33	18	51%	↑2		↓2
		All Middle	50%	25	25	33	17	50%	↑5		↑1
		District	50%	25	24	32	18	50%	↑3		↑1
Ethnicity	Hispanic	581	60%	31	29	28	12	40%	↓3		↓4
		All Middle	58%	30	28	30	12	42%	↑3		↑-
		District	57%	33	25	27	16	43%	↑1		↑2
	African American	203	63%	41	22	25	13	37%	↑3		↑1
		All Middle	65%	39	26	26	9	35%	↑5		↑3
		District	66%	42	24	22	12	34%	↑2		↑3
	Other	131	30%	16	14	37	34	70%	↑6		↓2
		All Middle	33%	15	17	34	33	67%	↑3		↓-
		District	32%	16	15	28	41	68%	↑1		↑-
	Cambodian	101	33%	12	21	43	25	67%	↑8		↑4
		All Middle	37%	16	21	35	28	63%	↑2		↑-
		District	37%	18	20	30	33	63%	↑2		↑3

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.

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	
Ethnicity	White	100	31%	16	15	32	37	69%	↓2		↓3
		All Middle	27%	13	15	36	37	73%	↓-		↓2
		District	26%	12	14	30	44	74%	↑-		↓-
	Asian	98	30%	9	20	42	29	70%	↑6		↑4
		All Middle	34%	15	19	36	30	66%	↑1		↑1
		District	32%	15	18	29	38	68%	↑2		↑4
	Filipino	69	32%	19	13	42	26	68%	↑12		↑7
		All Middle	23%	10	13	38	39	77%	↑8		↑6
		District	27%	13	14	32	42	73%	↑1		↑4
Pacific Islander	18*	44%	17	28	50	6	56%	↑22		-	
	All Middle	54%	24	30	35	11	46%	↑6		↑8	
	District	57%	28	29	31	11	43%	↑5		↑2	
Gender	Female	567	44%	22	23	34	22	56%	↑3		↑3
		All Middle	46%	22	24	34	20	54%	↑3		↑2
		District	46%	24	22	29	25	54%	↑2		↑3
	Male	631	55%	32	23	28	16	45%	↓1		↓5
		All Middle	57%	32	25	28	15	43%	↑2		↓1
		District	55%	33	22	25	20	45%	↑1		↑1
	Nonbinary	2*	50%	50		50		50%	↓25		-
		All Middle	42%	17	25	42	17	58%	↑2		↑12
		District	46%	24	22	34	20	54%	↓6		↑3
Special Populations	EL + RFEP	249	59%	35	24	29	12	41%	↑1		↑2
		All Middle	62%	34	28	28	10	38%	↑2		↑1
		District	63%	38	25	25	12	37%	↑1		↑3

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 2024 :: School Data by Subgroup

Hughes

Category	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
Special Populations	ELL	70	94%	73	21	6	6%	↓6		-	
		All Middle	93%	65	27	7	7%	↓1		-	
		District	86%	61	25	11	3	14%	↓1	↑3	
	RFEP	179	45%	20	25	39	16	55%	↑4		↑3
		All Middle	44%	16	28	40	15	56%	↑4		↑2
		District	41%	16	25	38	21	59%	↑3		↑3
	Foster	13*	92%	54	38	8	8%	8%	↓20		-
		All Middle	78%	48	29	18	4	22%	↓2		↓6
		District	77%	55	22	17	6	23%	↓2		↓3
	GATE/Excel	292	13%	2	11	37	50	87%	↑2		↓3
		All Middle	13%	2	11	39	48	87%	↑3		↑-
		District	12%	3	9	30	58	88%	↑2		↓1
	Homeless	77	62%	43	19	29	9	38%	↑3		↓7
		All Middle	69%	43	26	25	6	31%	↓1		↑1
		District	69%	45	24	22	9	31%	↓5		↑2
	Homeless/Foster	90	67%	44	22	24	9	33%	↓-		↓6
		All Middle	70%	44	26	24	6	30%	↓1		-
		District	70%	46	24	21	9	30%	↓5		↑1
Low SES	636	61%	35	26	27	13	39%	↓9		↓3	
	All Middle	59%	32	27	29	11	41%	↓-		↑1	
	District	60%	35	25	25	15	40%	↓1		↑2	
Special Ed.	148	85%	68	17	11	3	15%	↓1		↓1	
	All Middle	85%	65	20	12	3	15%	↑2		↑1	
	District	83%	64	19	11	6	17%	↑-		↑2	

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.

Hughes

Category	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
Special Populations	Spec Ed. Speech/RSP	123	82%	62	20	14	4	18%	↓2		↓1
	All Middle		80%	57	24	15	4	20%	↑2		↑1
	District		79%	57	22	14	7	21%	↑-		↑2

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 Students without scores are not included in the graphical comparison of these results.
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SBAC Math 2024 :: School Data by Subgroup

Hughes

Category	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
All Students	1,197	57%	33	24	22	21	43%	↑6		↑4	
	All Middle	68%	42	26	17	15	32%	↑2		↓-	
	District	64%	38	25	19	17	36%	↑2		↓2	
Grade	Gr. 06	397	59%	31	28	19	21	41%	↑4		↓1
		All Middle	68%	39	29	17	16	32%	↑-		↓2
		District	67%	39	29	17	16	33%	↓1		↓2
	Gr. 07	390	55%	35	20	22	23	45%	↑3		↑10
		All Middle	66%	41	25	19	15	34%	↑2		↑2
		District	65%	40	25	19	16	35%	↑2		↑1
	Gr. 08	410	57%	34	23	24	20	43%	↑11		↑3
		All Middle	69%	46	23	15	16	31%	↑4		↓1
		District	68%	45	23	15	16	32%	↑4		↓1
Ethnicity	Hispanic	580	63%	38	25	22	14	37%	↑6		↑4
		All Middle	74%	47	27	15	10	26%	↑2		↓-
		District	71%	43	27	18	12	29%	↑2		↓2
	African American	200	75%	49	26	17	9	26%	↑4		↑3
		All Middle	83%	59	24	11	6	17%	↑1		↓1
		District	80%	55	25	13	7	20%	↑2		↓2
	Other	130	39%	18	21	25	36	61%	↑3		↓1
		All Middle	48%	24	24	22	30	52%	↑2		↓1
		District	43%	22	21	23	34	57%	↑2		↓2
Cambodian	101	41%	22	19	29	31	59%	↑17		↑10	
	All Middle	53%	30	24	21	25	47%	↑3		↓1	
	District	50%	26	24	23	28	50%	↑5		↓2	

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.

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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	
Ethnicity	White	100	36%	18	18	18	46	64%	↓5		↑1
		All Middle	41%	18	23	23	36	59%	↓2		↓2
		District	38%	17	21	25	37	62%	↓-		↓4
	Asian	99	38%	20	18	27	34	62%	↑16		↑11
		All Middle	50%	28	22	22	28	50%	↑2		↓1
		District	45%	24	22	21	33	55%	↑3		↓2
	Filipino	70	37%	21	16	24	39	63%	↑23		↑13
		All Middle	38%	17	21	26	36	62%	↑13		↑9
		District	38%	18	20	27	35	62%	↑6		↑4
Pacific Islander	18*	78%	17	61	11	11	22%	↑6		-	
	All Middle	75%	45	30	16	9	25%	↑4		-	
	District	70%	43	28	21	9	30%	↑5		↓2	
Gender	Female	567	59%	34	25	22	19	41%	↑6		↑5
		All Middle	69%	42	27	17	14	31%	↑2		↑-
		District	66%	39	27	19	16	34%	↑1		↓3
	Male	628	55%	33	23	21	23	45%	↑6		↑2
		All Middle	67%	42	25	17	17	33%	↑2		↓1
		District	62%	38	24	19	19	38%	↑2		↓2
	Nonbinary	2*	50%	50	50	50	50	50%	↓25		-
All Middle		75%	38	38	17	8	25%	↓14		↑5	
District		76%	40	36	14	10	24%	↓14		↑3	
Special Populations	EL + RFEP	254	64%	39	26	21	15	36%	↑8		↑7
		All Middle	77%	51	26	14	9	23%	↑2		↓-
		District	76%	50	26	15	9	24%	↑1		↓2

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SBAC Math 2024 :: 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	76	93%	74	20	5	1	7%	↑4		↑2	
		All Middle	96%	79	17	3		4%	↑-		↓-	
		District	89%	65	23	9	3		11%	↑1		↑1
	RFEP	178	52%	24	28	28	20		48%	↑10		↑9
		All Middle	66%	34	32	21	14		34%	↑3		↓-
		District	64%	35	29	21	15		36%	↑2		↓4
	Foster	13*	85%	69	15	15			15%	↑5		-
		All Middle	87%	70	17	11	2		13%	↑1		↓1
		District	84%	62	23	12	4		16%	↑-		↓3
	GATE/Excel	292	11%	2	9	27	62		89%	↑10		↑3
		All Middle	26%	7	19	27	47		74%	↑4		↓1
		District	21%	6	16	28	51		79%	↑5		↓4
	Homeless	79	68%	43	25	16	15		32%	↑10		-
		All Middle	84%	61	23	10	6		16%	↓1		↓1
		District	82%	56	25	11	7		18%	↓4		↓1
	Homeless/Foster	92	71%	47	24	16	13		29%	↑9		↑1
		All Middle	84%	62	22	10	6		16%	↓-		↓1
		District	82%	57	25	11	7		18%	↓4		↓2
	Low SES	630	67%	41	26	19	14		33%	↓4		↑4
		All Middle	76%	49	27	14	10		24%	↓1		↓1
District		72%	45	27	17	11		28%	↑-		↓2	
Special Ed.	143	88%	77	11	8	3		12%	↑1		↑3	
	All Middle	92%	78	14	5	3		8%	↑1		↓-	
	District	86%	70	17	8	6		14%	↑1		↓-	

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Hughes

Category	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
Special Populations	Spec Ed. Speech/RSP	121	86%	74	12	10	4	14%	↑1		↑4
	All Middle		89%	72	17	6	5	11%	↑-		↓-
	District		83%	63	20	10	7	17%	↑1		↓-

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 Students without scores are not included in the graphical comparison of these results.
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SBAC Science 2024 :: School Data by Subgroup

Hughes

Category	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
All Students	418	65%	11	54	25	11	35%	↑4		-	
	All Middle	75%	18	57	19	6	25%	↑3		-	
	District	73%	17	57	19	7	27%	↑1		-	
Grade	Gr. 07	1*	100%	100			0%	-		-	
	All Middle*	100%	100				0%	-		-	
	Gr. 08	417	65%	10	54	25	11	35%	↑4		-
Ethnicity	Hispanic	All Middle	75%	18	57	19	6	25%	↑3		-
		District	75%	18	56	19	7	25%	↑2		-
		209	72%	12	59	20	8	28%	↑7		-
	African American	All Middle	82%	22	60	15	3	18%	↑2		-
		District	80%	20	60	16	4	20%	↑1		-
		70	76%	16	60	19	6	24%	↓4		-
	Other	All Middle	86%	22	64	12	2	14%	↑2		-
		District	86%	24	62	12	2	14%	↑1		-
		45	51%		51	29	20	49%	↑7		-
	White	All Middle	55%	9	46	31	14	45%	↑7		-
		District	56%	10	46	28	16	44%	↑1		-
		39	46%	10	36	33	21	54%	↓12		-
	Cambodian	All Middle	51%	9	42	30	19	49%	↑1		-
		District	50%	6	44	30	19	50%	↑1		-
		33	58%	6	52	27	15	42%	↑9		-
Asian	All Middle	58%	6	52	29	13	42%	↑13		-	
	District	63%	8	55	26	11	37%	↑3		-	
	31	42%	6	35	45	13	58%	↑16		-	

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SBAC Science 2024 :: School Data by Subgroup

Hughes

Category	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
Ethnicity	Asian	All Middle	56%	6	50	33	11	44%	↑5		-
		District	55%	7	48	30	15	45%	↑2		-
	Filipino	21	57%	5	52	33	10	43%	↑8		-
		All Middle	55%	6	49	33	12	45%	↑9		-
		District	55%	6	49	32	13	45%	↓1		-
	Pacific Islander	3*	67%		67	33		33%	↑19		-
		All Middle	90%	20	70	7	3	10%	↑1		-
	District	91%	14	76	6	4	9%	↓2		-	
Gender	Female	200	65%	9	56	25	11	35%	↑5		-
		All Middle	76%	16	60	19	5	24%	↑1		-
		District	73%	15	58	20	7	27%	↑1		-
	Male	217	65%	12	53	25	11	35%	↑4		-
		All Middle	75%	21	54	18	7	25%	↑4		-
		District	73%	18	55	19	8	27%	↑-		-
	Nonbinary	1*	100%		100			0%	-		-
All Middle*		75%		75	25		25%	↑7		-	
District		61%	9	52	26	13	39%	↑7		-	
Special Populations	EL + RFEP	90	63%	17	47	26	11	37%	↑13		-
		All Middle	84%	24	59	13	3	16%	↑3		-
		District	84%	22	62	13	3	16%	↓-		-
	ELL	19*	95%	47	47	5		5%	↑2		-
		All Middle	99%	48	51	1		1%	↑1		-
		District	98%	40	58	2		2%	↑-		-
	RFEP	71	55%	8	46	31	14	45%	↑14		-

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SBAC Science 2024 :: 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	RFEP	All Middle	78%	15	63	18	5	22%	↑2		-	
		District	76%	12	64	20	5	24%	↓-		-	
	Foster	2*	100%	100				0%	-		-	
		All Middle	97%	37	60	3		3%	↓-		-	
		District	89%	32	57	8	2	11%	↓1		-	
	GATE/Excel	91	20%		20	41		40	80%	↑11		-
		All Middle	34%	2	32	43		24	66%	↑14		-
		District	35%	3	33	39		25	65%	↑8		-
	Homeless	29	69%	17	52	31		31%	↑22		-	
		All Middle	88%	28	60	11	1	12%	↑3		-	
		District	86%	28	59	12	1	14%	↑-		-	
	Homeless/Foster	31	71%	16	55	29		29%	↑20		-	
		All Middle	89%	29	60	10		11%	↑3		-	
		District	87%	28	59	12	1	13%	↓-		-	
	Low SES	209	74%	13	60	22	4	26%	↓4		-	
		All Middle	83%	22	61	14	3	17%	↓-		-	
	District	82%	20	61	15	4	18%	↓1		-		
Special Ed.	54	83%	28	56	15	2	17%	↑1		-		
	All Middle	94%	43	51	5		6%	↑2		-		
	District	92%	41	51	6	2	8%	↑1		-		
Spec Ed. Speech/RSP	42	79%	24	55	19	2	21%	↑3		-		
	All Middle	92%	36	56	7	2	8%	↑3		-		
	District	89%	34	55	8	3	11%	↑1		-		

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 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 2024 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)				
		N		Growth Target				
				Declined	Below Target	Above Target	Accelerated*	
E L A	All Students	1,154	18	39	12	15	35	
		All Middle	21	37	13	13	37	
		District	30	33	15	16	36	
	Grade	Gr. 06 (Minimum Growth Target: 27)	382	-3	50	12	18	19
			All Middle	11	43	16	16	25
			District	12	42	16	16	26
		Gr. 07 (Minimum Growth Target: 25)	373	41	28	13	18	41
			All Middle	37	28	14	16	42
			District	37	28	14	15	42
		Gr. 08 (Minimum Growth Target: 14)	399	17	39	9	8	44
			All Middle	19	39	8	8	45
			District	19	40	8	8	44
Ethnicity	Hispanic	563	13	41	12	14	32	
		All Middle	21	37	13	13	37	
		District	29	34	15	16	36	
	African American	194	20	40	14	9	37	
		All Middle	23	37	12	12	40	
		District	28	34	15	15	37	
	Other	126	23	36	8	17	40	
		All Middle	22	35	13	14	38	
		District	32	30	16	19	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.

SBAC ELA GROWTH REPORT 2024 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)				
		N		Growth Target				
				Declined	Below Target	Above Target	Accelerated*	
E L A	Ethnicity	Cambodian	99	19	40	11	14	34
			All Middle	20	36	14	12	38
			District	34	30	16	16	38
	Asian	97	30	30	12	22	36	
		All Middle	24	35	14	13	39	
		District	35	31	14	15	40	
	White	94	8	44	7	16	33	
		All Middle	18	38	12	14	35	
		District	28	33	15	18	34	
	Filipino	64	33	34	8	19	39	
		All Middle	34	28	12	15	45	
		District	35	29	16	17	38	
Pacific Islander	16^	-	31	13	19	38		
	All Middle	34	30	11	13	46		
	District	30	34	13	17	37		
Gender	Female	542	22	36	11	16	37	
		All Middle	25	35	13	14	38	
		District	32	31	15	17	36	
	Male	611	13	42	12	13	33	
		All Middle	19	39	13	12	37	
		District	27	35	15	15	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.

SBAC ELA GROWTH REPORT 2024 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)			
		N		Growth Target			
				Declined	Below Target	Above Target	Accelerated*
Gender	Nonbinary	1^	-	100	0		
		All Middle	10	50	5	18	27
		District	5	53	6	12	29
Special Populations	EL + RFEP	239	21	38	11	18	33
		All Middle	23	36	12	13	38
		District	29	34	14	14	38
	ELL	63	20	44	13	14	29
		All Middle	24	36	13	13	38
		District	33	32	17	16	35
	RFEP	176	22	36	10	19	35
		All Middle	22	36	12	13	38
		District	26	35	12	13	40
	Foster	13^	-	23	8	38	31
		All Middle	-1	41	16	12	31
		District	9	40	19	13	28
	GATE/Excel	287	18	38	13	14	35
		All Middle	23	35	14	14	37
		District	31	31	16	18	35
Homeless	73	5	49	12	15	23	
	All Middle	19	39	12	12	38	
	District	27	35	14	14	37	

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 ELA GROWTH REPORT 2024 School Growth Data by Subgroup

Hughes

12/13/24

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)				
		N		Growth Target				
				Declined	Below Target	Above Target	Accelerated*	
E L A	Special Populations	Homeless/Foster	86	9	45	12	19	24
			All Middle	17	39	12	12	37
			District	25	35	15	14	36
		Low SES	617	19	40	12	15	34
			All Middle	21	37	13	13	37
			District	29	33	15	16	35
		Special Ed.	137	19	39	12	12	36
			All Middle	21	38	13	12	37
			District	28	35	15	15	35
		Spec Ed. Speech/RSP	116	21	38	13	11	38
			All Middle	21	37	14	12	37
			District	31	34	15	15	36

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 2024 School Growth Data by Subgroup

Hughes

12/13/24

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)				
		N		Growth Target				
				Declined	Below Target	Above Target	Accelerated*	
Math	All Students	1,140	26	33	13	15	39	
		All Middle	15	40	12	13	35	
		District	22	35	19	19	27	
	Grade	Gr. 06 (Minimum Growth Target: 24)	381	17	37	15	19	29
			All Middle	15	40	15	15	30
			District	14	39	15	15	30
		Gr. 07 (Minimum Growth Target: 17)	368	38	24	11	11	54
			All Middle	17	38	11	11	40
			District	16	39	11	11	39
	Gr. 08 (Minimum Growth Target: 19)	391	23	36	12	16	36	
		All Middle	13	42	11	12	36	
		District	14	42	11	12	36	
Ethnicity	Hispanic	555	27	33	13	16	38	
		All Middle	13	41	13	12	34	
		District	20	36	20	18	26	
	African American	191	16	40	13	14	33	
		All Middle	8	44	12	12	32	
		District	18	38	18	17	26	
	Other	123	27	32	15	15	38	
		All Middle	21	38	12	12	37	
		District	27	32	18	20	30	

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 2024 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)			
		N		Growth Target			
				Declined	Below Target	Above Target	Accelerated*
Math	Cambodian	99	29	29	11	20	39
		All Middle	15	40	12	14	34
		District	24	33	19	21	27
	Asian	98	33	28	7	18	47
		All Middle	17	38	12	14	36
		District	25	32	18	21	28
	White	94	23	29	12	12	48
		All Middle	25	33	12	15	41
		District	27	31	20	21	28
	Filipino	63	45	17	13	16	54
		All Middle	41	24	10	16	50
		District	37	25	19	22	35
Pacific Islander	16^	-	56	13	6	25	
	All Middle	18	40	10	9	41	
	District	24	34	19	20	28	
Gender	Female	537	28	31	13	16	40
		All Middle	16	39	13	13	35
		District	21	35	19	19	26
	Male	602	24	34	12	15	39
		All Middle	13	41	12	12	35
		District	23	34	19	19	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.

SBAC Math GROWTH REPORT 2024 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)			
		N		Growth Target			
				Declined	Below Target	Above Target	Accelerated*
Gender	Nonbinary	1^	-				100
		All Middle	7	50	9	41	
		District	11	45	15	6	33
Math Special Populations	EL + RFEP	239	34	29	13	17	41
		All Middle	13	42	12	11	35
		District	20	37	19	16	27
	ELL	66	20	33	18	15	33
		All Middle	8	45	12	10	33
		District	24	34	20	18	27
	RFEP	173	39	28	11	18	43
		All Middle	15	40	12	12	36
		District	15	40	18	15	28
	Foster	13^	-	31	31	8	31
		All Middle	-3	45	16	10	29
		District	11	39	20	14	27
	GATE/Excel	287	40	22	11	16	51
		All Middle	26	31	14	15	40
		District	28	29	21	22	29
Homeless	71	17	39	10	20	31	
	All Middle	9	45	12	10	33	
	District	20	37	19	17	27	

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^Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC Math GROWTH REPORT 2024 School Growth Data by Subgroup

Hughes

12/13/24

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)				
		N		Growth Target				
				Declined	Below Target	Above Target	Accelerated*	
Math	Special Populations	Homeless/Foster	84	16	38	13	18	31
		All Middle	8		45	13	10	32
		District	19		37	19	16	27
	Low SES		610	26	34	13	17	36
		All Middle	12		42	12	12	33
		District	21		36	19	18	27
	Special Ed.		130	14	40	11	14	35
		All Middle	7		46	11	10	33
		District	20		38	18	17	28
	Spec Ed. Speech/RSP		114	19	39	11	13	37
		All Middle	7		46	11	11	32
		District	20		37	18	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.

SBAC ELA 2023-2024 :: School Comparison by Subgroup

12/13/24

All

School	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 Elementary	11,840	51%	31	20	23	26	49%	↑1		↑4
Addams	377	69%	46	23	18	13	31%	↓5		↑8
Alvarado	161	36%	14	22	29	35	64%	↑7		↑17
Barton	201	72%	47	25	16	11	28%	↑5		↑3
Birney	250	59%	39	20	20	22	41%	↓7		↓1
Bixby	253	36%	15	20	22	42	64%	↓1		↑10
Bryant	154	53%	34	19	29	19	47%	↑4		↑9
Burbank	269	52%	30	22	29	18	48%	↑10		↑11
Burcham	165	39%	19	19	21	40	61%	↓11		↓3
Carver	239	32%	13	19	25	43	68%	↓3		↑2
Chavez	141	67%	46	21	20	13	33%	↑1		↑5
Cleveland	202	19%	6	12	32	49	81%	↑4		↓4
Dooley	366	57%	35	22	27	15	43%	↑1		↑2
Edison	210	76%	56	20	18	6	24%	↓11		↑4
Emerson	160	26%	12	14	23	52	74%	↑3		↑5
Fremont	216	19%	8	11	28	53	81%	↑-		↑2
Gant	294	19%	3	16	26	55	81%	↑2		↑5
Garfield	269	62%	39	23	17	21	38%	↓6		↓2
Gompers	179	51%	33	18	24	25	49%	↓11		-
Grant	432	68%	42	26	21	12	32%	↓5		↓1
Harte	351	60%	37	23	23	17	40%	↑4		↑6
Henry	379	31%	14	17	30	39	69%	↑3		↑8
Herrera	335	67%	39	27	21	13	33%	↓7		↑7
Holmes	172	36%	21	15	23	41	64%	↑6		↑4

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.

SBAC ELA 2023-2024 :: School Comparison by Subgroup

12/13/24

All

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
Hudson	167	71%	53	18	12	17	29%	↓8		↓3
Kettering	136	30%	13	18	26	43	70%	↓-		↓1
King	276	70%	50	20	17	13	30%	↓3		↑4
Lafayette	411	62%	38	24	22	16	38%	↑3		↑4
Lincoln	406	58%	36	22	23	19	42%	↑2		↑6
Longfellow	450	37%	19	19	22	41	63%	↑2		↑6
Los Cerritos	226	37%	20	17	24	39	63%	↓9		↓4
Lowell	257	19%	12	6	27	54	81%	↑6		↑7
Macarthur	144	40%	19	21	26	34	60%	↓-		↓5
Madison	174	44%	21	24	26	30	56%	↓1		↓4
Mann	147	61%	44	17	21	18	39%	↑3		↑6
McKinley	238	61%	34	27	24	16	39%	↑2		↑9
Naples	138	16%	7	9	25	59	84%	↓2		↑3
Oropeza	250	58%	42	16	18	23	42%	↑9		↑6
Prisk	239	23%	8	14	22	56	77%	↓1		↑2
Riley	159	39%	20	19	28	33	61%	↑16		↑11
Roosevelt	434	68%	42	26	21	11	32%	↑2		↑7
Signal Hill	319	47%	28	19	25	29	53%	↑1		↑8
Smith	328	69%	47	22	20	11	31%	↓4		↑2
Stevenson	243	62%	38	24	21	17	38%	↑6		↑4
Twain	192	48%	25	23	26	27	52%	↓4		↓2
Webster	197	69%	46	23	17	14	31%	↑2		↑1
Whittier	281	75%	57	18	17	8	25%	↑2		↑6
Willard	253	66%	39	27	19	14	34%	↑1		↓2

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.

SBAC Math 2023-2024 :: School Comparison by Subgroup

12/13/24

All

School	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 Elementary	11,940	56%	30	26	23	21	44%	↑4		↓1
Addams	377	71%	42	29	18	11	29%	↓1		↓4
Alvarado	161	48%	18	30	25	26	52%	↑8		↑11
Barton	204	76%	50	26	13	10	24%	↑7		↑1
Birney	254	60%	35	26	23	17	40%	↓1		↓5
Bixby	253	45%	20	25	25	30	55%	↑3		↓3
Bryant	156	65%	35	30	19	17	35%	↓3		↓6
Burbank	275	68%	42	26	22	10	32%	↑2		↑4
Burcham	165	39%	13	27	28	32	61%	↓2		↓6
Carver	241	30%	15	15	30	39	70%	↑2		↓5
Chavez	142	79%	48	31	15	6	21%	↑6		↓1
Cleveland	202	19%	5	14	33	48	81%	↑13		↑4
Dooley	371	67%	39	28	21	12	33%	↑2		↓5
Edison	212	78%	54	24	17	5	22%	↓2		↓6
Emerson	160	33%	13	20	33	35	68%	↑4		↓14
Fremont	218	26%	8	17	35	39	74%	↑7		↓2
Gant	294	19%	5	14	31	51	81%	↑5		↑1
Garfield	266	61%	31	30	25	14	39%	↑8		↑6
Gompers	179	63%	32	31	25	12	37%	↓11		↓8
Grant	436	72%	37	35	18	10	28%	↑1		↓3
Harte	357	66%	38	27	24	10	34%	↑9		↑-
Henry	379	38%	12	26	32	30	62%	↑5		↓7
Herrera	339	72%	39	33	20	8	28%	↑-		↑8
Holmes	172	47%	21	26	26	28	53%	↑8		↑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.

SBAC Math 2023-2024 :: School Comparison by Subgroup

12/13/24

All

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
Hudson	167	69%	49	20	22	9	31%	↑3		↓5
Kettering	135	29%	6	23	34	37	71%	↑8		↑2
King	279	74%	46	28	18	9	26%	↓1		↓3
Lafayette	421	64%	37	27	22	14	36%	↑1		↓5
Lincoln	410	59%	26	32	27	15	41%	↑8		↑6
Longfellow	450	45%	19	26	22	33	55%	↑5		↑4
Los Cerritos	226	38%	17	21	24	38	62%	↑3		↓2
Lowell	257	28%	12	16	22	50	72%	↑5		↓1
Macarthur	143	43%	16	27	30	27	57%	↑7		↓3
Madison	174	53%	24	29	26	21	47%	↓6		↓12
Mann	148	61%	34	27	26	12	39%	↑-		↑2
McKinley	241	66%	42	23	24	10	34%	↑7		↑6
Naples	138	20%	9	11	28	53	80%	↓1		↓2
Oropeza	254	69%	41	28	18	13	31%	↑8		-
Prisk	239	26%	8	18	24	50	74%	↑2		-
Riley	159	50%	19	31	33	18	50%	↑16		↓5
Roosevelt	451	69%	41	28	22	9	31%	↑2		↓3
Signal Hill	324	53%	24	29	24	22	47%	↑5		↑8
Smith	330	71%	41	30	17	12	29%	↑4		↑2
Stevenson	250	69%	38	31	20	11	31%	↑4		↓5
Twain	192	58%	29	29	22	20	42%	↓4		↓10
Webster	198	72%	41	31	12	16	28%	↑2		↓4
Whittier	287	79%	57	22	13	8	21%	↑1		↓2
Willard	254	65%	29	36	19	16	35%	↑8		↓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.

SBAC Science 2023-2024 :: School Comparison by Subgroup

12/13/24

All

School	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 Elementary	4,137	70%	17	53	20	10	30%	↓-		-
Addams	127	81%	19	62	15	4	19%	↓5		-
Alvarado	56	61%	5	55	30	9	39%	↑5		-
Barton	75	92%	36	56	5	3	8%	↓5		-
Birney	104	77%	22	55	15	8	23%	↓7		-
Bixby	77	57%	6	51	30	13	43%	↑4		-
Bryant	55	76%	22	55	18	5	24%	↓11		-
Burbank	102	70%	15	55	24	7	30%	↑5		-
Burcham	52	65%	6	60	21	13	35%	↓10		-
Carver	80	29%	3	26	39	33	71%	↑18		-
Chavez	47	94%	34	60	6		6%	↓9		-
Cleveland	82	32%	1	30	44	24	68%	↑20		-
Dooley	129	78%	26	51	18	5	22%	↑8		-
Edison	74	89%	27	62	8	3	11%	↓7		-
Emerson	48	44%	4	40	33	23	56%	↑1		-
Fremont	52	33%	4	29	29	38	67%	↑10		-
Gant	80	41%	4	38	31	28	59%	↓3		-
Garfield	101	81%	21	60	16	3	19%	↓3		-
Gompers	58	62%	12	50	34	3	38%	↓8		-
Grant	145	89%	34	55	10	1	11%	↓4		-
Harte	121	80%	17	64	18	2	20%	↑2		-
Henry	128	58%	4	54	28	14	42%	↑1		-
Herrera	130	75%	14	61	20	5	25%	↓7		-
Holmes	66	70%	12	58	20	11	30%	↑16		-

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.

SBAC Science 2023-2024 :: School Comparison by Subgroup

12/13/24

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded			
Hudson	63	87%	32	56	10	3	13%	↓1	-
Kettering	42	48%	48	40	12	52%	↓7	-	
King	96	85%	18	68	10	4	15%	↓9	-
Lafayette	130	85%	26	59	12	2	15%	↑4	-
Lincoln	141	79%	17	62	18	3	21%	↑-	-
Longfellow	165	50%	6	44	25	25	50%	↑7	-
Los Cerritos	88	56%	6	50	32	13	44%	↓11	-
Lowell	85	39%	12	27	38	24	61%	↑12	-
Macarthur	44	64%	9	55	30	7	36%	↓2	-
Madison	61	61%	8	52	23	16	39%	↓5	-
Mann	49	78%	39	39	22	22%	↑2	-	
McKinley	85	78%	13	65	18	5	22%	↓2	-
Naples	42	36%	2	33	26	38	64%	↓1	-
Oropeza	95	74%	16	58	22	4	26%	↑15	-
Prisk	89	30%	2	28	25	45	70%	↓2	-
Riley	48	65%	8	56	23	13	35%	↑7	-
Roosevelt	170	89%	28	61	7	4	11%	↓6	-
Signal Hill	104	62%	14	47	23	15	38%	↑10	-
Smith	125	82%	25	57	16	2	18%	↓8	-
Stevenson	94	84%	24	60	12	4	16%	↓6	-
Twain	75	77%	25	52	15	8	23%	↓17	-
Webster	61	84%	20	64	13	3	16%	↓7	-
Whittier	107	88%	31	57	7	6	12%	↓4	-
Willard	89	80%	15	65	16	4	20%	↑7	-

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.

SBAC ELA 2023-2024 :: School Comparison by Subgroup

12/13/24

All

School	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 Middle	11,803	52%	27	24	31	17	48%	↑3		↑1
Bancroft	801	47%	19	28	35	18	53%	↓2		↓2
Franklin	959	65%	37	28	27	8	35%	↓1		↑1
Hamilton	745	63%	35	29	29	8	37%	↑7		↑3
Hoover	491	55%	26	29	31	14	45%	↑11		↑6
Hughes	1,200	50%	27	23	31	19	50%	↑1		↓1
IVA	1	100%	100				0%	↓100		-
Jefferson	981	49%	25	24	32	19	51%	↑-		↑3
Keller	468	35%	12	23	37	28	65%	↑2		↑-
Lindbergh	388	65%	35	30	26	9	35%	↑4		↑6
Lindsey	688	65%	37	28	27	8	35%	↑3		↓1
Marshall	939	38%	17	21	37	25	62%	↑5		↑2
Nelson	775	67%	41	26	22	10	33%	↓4		↓9
Rogers	763	35%	17	18	31	34	65%	↓6		↓7
Stanford	1,111	32%	14	18	37	31	68%	↑1		↓2
Stephens	653	46%	22	24	39	15	54%	↑17		↑16
Washington	841	71%	44	26	23	6	29%	↑3		↑2

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.

SBAC Math 2023-2024 :: School Comparison by Subgroup

12/13/24

All

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All Middle	11,853	68%	42	26	17	15	32%	↑2		↓-
Bancroft	797	64%	36	28	19	17	36%	↓2		↓3
Franklin	980	81%	58	23	12	7	19%	↓1		↓2
Hamilton	761	87%	60	27	9	4	13%	↓3		↓7
Hoover	491	76%	51	26	13	10	24%	↑9		↑1
Hughes	1,197	57%	33	24	22	21	43%	↑6		↑4
IVA	1	100%	100				0%	↓100		-
Jefferson	979	71%	45	26	15	14	29%	↑2		↑1
Keller	468	47%	20	27	25	28	53%	↑6		↑7
Lindbergh	388	81%	50	30	15	5	19%	↑3		↑6
Lindsey	691	85%	57	28	9	6	15%	↑1		↓5
Marshall	939	54%	29	25	23	23	46%	↑2		↑2
Nelson	780	81%	55	26	12	8	19%	↓-		↓7
Rogers	765	50%	24	26	22	27	50%	↓4		↓3
Stanford	1,103	47%	22	25	23	30	53%	↑1		↓1
Stephens	661	68%	39	29	19	13	32%	↑9		↑6
Washington	853	84%	59	25	11	5	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.

SBAC Science 2023-2024 :: School Comparison by Subgroup

12/13/24

All

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All Middle	4,011	75%	18	57	19	6	25%	↑3		-
Bancroft	269	73%	13	59	21	6	27%	↑2		-
Franklin	338	85%	29	56	14	1	15%	↑-		-
Hamilton	280	84%	26	58	14	2	16%	↑4		-
Hoover	177	86%	17	69	11	3	14%	↑5		-
Hughes	418	65%	11	54	25	11	35%	↑4		-
Jefferson	324	77%	16	60	17	6	23%	↑5		-
Keller	146	62%	3	58	29	10	38%	↑4		-
Lindbergh	121	87%	23	64	11	2	13%	↑1		-
Lindsey	221	92%	23	69	8		8%	↓3		-
Marshall	305	69%	8	61	26	6	31%	↑6		-
Nelson	257	82%	21	61	14	4	18%	↑11		-
Rogers	269	43%	8	35	38	19	57%	↑3		-
Stanford	350	65%	17	47	23	13	35%	↓3		-
Stephens	237	86%	30	56	11	3	14%	↑-		-
Washington	299	90%	32	59	9		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.

SBAC ELA 2023-2024 :: School Comparison by Subgroup

12/13/24

All

School	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 K-8	3,682	48%	27	21	25	27	52%	↑-		↓-
Avalon	224	76%	50	27	18	5	24%	↓2		↓8
Cubberley	646	31%	16	15	29	40	69%	↑1		↑2
Muir	654	59%	34	26	24	17	41%	↓1		↓1
Newcomb	548	21%	8	13	29	51	79%	↓2		↑1
Powell	549	68%	39	29	19	14	32%	↓4		↓4
Robinson	528	71%	47	25	20	9	29%	↓3		-
Tincher	530	28%	13	15	32	40	72%	↑3		↑5

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.

SBAC Math 2023-2024 :: School Comparison by Subgroup

12/13/24

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded			
All K-8	3,691	58%	33	25	20	22	42%	↑-	↓3
Avalon	227	87%	57	30	10	3	13%	↓7	↓12
Cubberley	647	45%	24	21	22	33	55%	↑-	↓4
Muir	654	66%	36	30	20	14	34%	↑-	↓1
Newcomb	549	30%	10	20	27	43	70%	↓4	↓5
Powell	549	74%	49	26	16	10	26%	↑4	↑-
Robinson	532	81%	52	29	14	5	19%	↓2	↓2
Tincher	530	39%	15	24	25	36	61%	↓-	↓3

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.

SBAC Science 2023-2024 :: School Comparison by Subgroup

12/13/24

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded			
All K-8	1,285	68%	17	51	22	10	32%	↑2	-
Avalon	114	89%	27	62	10		11%	↓4	-
Cubberley	218	52%	10	43	28	20	48%	↑3	-
Muir	238	78%	17	61	17	5	22%	↑3	-
Newcomb	177	34%	2	32	40	26	66%	↓5	-
Powell	183	84%	33	51	14	2	16%	↑5	-
Robinson	182	87%	24	64	10	2	13%	↓1	-
Tincher	173	56%	10	46	32	12	44%	↑8	-

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.

SBAC ELA 2023-2024 :: School Comparison by Subgroup

12/13/24

All

School	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 High	4,652	47%	27	21	28	24	53%	↑1		↑3
Browning	49	80%	51	29	10	10	20%	↓2		↓5
Cabrillo	363	61%	34	27	30	9	39%	↑-		↑12
CAMS	170	2%	2	15	82	98%	98%	↓2		↑5
EPHS	112	79%	57	22	17	4	21%	↓8		↑6
Jordan	494	66%	44	22	26	9	34%	↑5		↑4
Lakewood	580	50%	23	27	36	14	50%	↑6		↑5
McBride	176	22%	7	14	35	43	78%	↑9		↑4
Millikan	783	38%	23	16	29	33	62%	↓4		↑2
Polytechnic	941	48%	27	21	28	24	52%	↑1		↑4
Reid	37	92%	65	27	8	8%	8%	↑6		↑10
Renaissance	83	28%	8	19	35	37	72%	↑20		↑8
Sato	123	6%	6	28	66	94%	94%	↓2		↑5
Wilson	741	52%	28	25	27	21	48%	↓8		↓3

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.

SBAC Math 2023-2024 :: School Comparison by Subgroup

12/13/24

All

School	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 High	4,629	76%	55	22	14	10	24%	↓2		↓11	
Browning	46	87%	76	11	13		13%	↑11		↓10	
Cabrillo	334	91%	76	15	8		9%	↑1		↓5	
CAMS	170	6%		15	18		76	94%	↓1		↓7
EPHS	106	94%	82	12	5		6%	↑3		↑2	
Jordan	495	92%	75	17	6	2	8%	↑1		↓10	
Lakewood	576	89%	61	27	9	2	11%	↓3		↓12	
McBride	178	55%	26	29	26	19	45%	↑10		↓8	
Millikan	788	68%	41	27	21	11	32%	↓3		↓13	
Polytechnic	940	74%	55	20	14	11	26%	↓5		↓10	
Reid	37	100%	92	8			0%	-		↓5	
Renaissance	83	88%	51	37	10	2	12%	↓2		↓20	
Sato	123	29%	9	20	33	38	71%	↓6		↓8	
Wilson	753	84%	61	23	12	4	16%	↓9		↓15	

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.

SBAC Science 2023-2024 :: School Comparison by Subgroup

12/13/24

All


School	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 High	4,561	76%	15	61	19	5	24%	↓1		-	
Browning	64	94%	27	67	6		6%	↓2		-	
Cabrillo	383	92%	24	69	8		8%	↓5		-	
CAMS	162			16%	15	53	31	84%	↑5		-
EPHS	144	92%	24	68	8		8%	↑4		-	
Jordan	413	93%	22	72	6		7%	↓3		-	
Lakewood	596	85%	17	68	14	1	15%	↓-		-	
McBride	155	72%	13	59	24	4	28%	↓3		-	
Millikan	755	67%	9	58	27	6	33%	↑5		-	
Polytechnic	873	73%	14	59	19	7	27%	↓3		-	
Reid	90	97%	42	54	3		3%	↑2		-	
Renaissance	73	88%	12	75	11	1	12%	↓2		-	
Sato	96	55%	4	51	32	13	45%	↓35		-	
Wilson	757	75%	13	62	21	5	25%	↑2		-	

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.

SBAC ELA 2023-2024 :: School Comparison by Subgroup

12/13/24

All

School	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg
District (998)	3	33%	33	33	33	67%	↑33		-

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.

SBAC Math 2023-2024 :: School Comparison by Subgroup

12/13/24

All

School	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met Exceeded	Met+Exceeded	Chg	Chg	Chg
District (998)	3	67%	33	33	33	33%	-		-

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.

SBAC ELA 2023-2024 :: School Comparison by Subgroup

12/13/24

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded			
District	31,977	51%	29	22	27	23	49%	↑1	↑2

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.

SBAC Math 2023-2024 :: School Comparison by Subgroup

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met Exceeded	Met+Exceeded			
District	32,113	64%	38	25	19	17	36%	↑2	↓2

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.
 Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Science 2023-2024 :: School Comparison by Subgroup

12/13/24

All

School	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
District	13,994	73%	17	57	19	7	27%	↑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.

Hughes

23-24

Legend
Exclusionary
Other Action
No Action Taken
Restorative Justice

Count of Unique Student-Incidents by Action Type (disposition type). Each student is counted once per incident; each incident is categorized based on the most severe outcome for the student. Incidents missing dispositions are counted under "No Action Taken" type.

		YR	
subgroup			
Category		# Records	Percent by Category
All Students	All	293	69 30 1
	Gr. 06	115	40 60
Grade	Gr. 07	91	93 3 3
	Gr. 08	87	80 18
Ethnicity	African American	142	65 34
	Asian	6	50 50
	Filipino	3	67 33
	Hispanic	103	70 29
	Other	22	86 9 5
	Pacific Islander	1	100
	White	16	69 31
Gender	Female	69	84 1 14
	Male	224	64 35 1

Hughes

23-24

Legend
Exclusionary
Other Action
No Action Taken
Restorative Justice

Count of Unique Student-Incidents by Action Type (disposition type). Each student is counted once per incident; each incident is categorized based on the most severe outcome for the student. Incidents missing dispositions are counted under "No Action Taken" type.

Category	subgroup	# Records	YR	
			Percent by Category	
Special Populations	EL + RFEP	28	75	25
	ELL	11	91	9
	Foster	20	45	55
	GATE/Excel	22	68	23 9
	Homeless	55	58	42
	Low SES	214	69	29 2
	RFEP	17	65	35
	Spec Ed. Speech/RSP	72	71	29
	Special Ed.	74	72	28

Hughes

23-24










Students by Subgroup Categorized by 1 or more than 1 incident

		YR		
subgroup				
Category		# Students	Percent by Category	
All Students	All	147	39 61	
	Grade	Gr. 06	45	40 60
		Gr. 07	56	36 64
Gr. 08		46	41 59	
Ethnicity	African American	56	48 52	
	Asian	5	20 80	
	Filipino	3	100	
	Hispanic	58	38 62	
	Other	15	27 73	
	Pacific Islander	1	100	
	White	9	33 67	
Gender	Female	45	29 71	
	Male	102	43 57	

Hughes

23-24

Students by Subgroup Categorized by 1 or more than 1 incident

		YR	
subgroup			
Category		# Students	Percent by Category
Special Populations	EL + RFEP	17	
	ELL	5	
	Foster	4	
	GATE/Excel	10	
	Homeless	21	
	Low SES	105	
	RFEP	12	
	Spec Ed. Speech/RSP	28	
	Special Ed.	30	

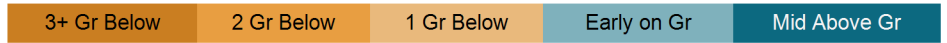
i-Ready Math Overall Relative Placement

School Data by Subgroup

Hughes 2023-2024 Grade 6



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
6	All Students	All	1	374	20	13	38	22	7	
			2	336	19	12	29	27	13	
			3	373	14	13	28	26	20	
	Teacher	Beebe, J	All	1	1	100				
				2	1	100				
				3	1	100				
		LOCKSHAW, T	All	1	8	100				
				2	6	100				
				3	7	100				
		McGuire, K	All	1	63	33	21	37	10	
				2	60	42	15	22	18	3
				3	62	34	16	26	21	3
		Ramirez, E	All	1	90	23	18	40	18	1
				2	87	18	17	39	23	2
				3	93	14	16	34	23	13
		Salgado, F	All	1	81	11	7	40	33	9
				2	72	11	7	25	36	21
				3	84	4	8	24	36	29
		Santana, J	All	1	129	12	9	40	25	13
				2	117	9	11	32	26	21
				3	132	8	12	30	24	27
	Ethnicity	African American	All	1	58	34	14	29	19	3
				2	49	29	16	24	24	6
				3	60	27	15	30	22	7
		Asian	All	1	36	6	6	33	33	22
				2	31	3	10	19	45	23
				3	35	3	10	19	37	43
Filipino		All	1	24	4	17	25	46	8	
			2	22	9	9	18	32	32	
			3	27	4	11	15	33	37	
Hispanic		All	1	178	23	14	44	15	3	
			2	158	24	13	31	24	8	
			3	173	15	16	34	24	12	
Pacific Islander	All	1	6	17	33	33	17			
		2	7	14	14	57	14			
		3	7	14	14	43	14	14		

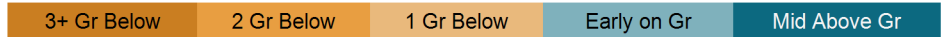
i-Ready Math Overall Relative Placement

School Data by Subgroup

Hughes 2023-2024 Grade 6



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
6	Ethnicity	White	1	31	13	16	26	26	19
			2	30	10	3	37	10	40
			3	34	12	9	18	24	38
		Other	1	41	12	5	44	32	7
			2	39	13	10	31	38	8
			3	37	5	11	30	27	27
	Gender	Female	1	172	18	13	40	20	9
			2	151	19	11	31	30	9
			3	175	13	13	25	33	15
		Male	1	202	21	12	36	24	6
			2	185	19	13	28	24	16
			3	198	14	13	31	19	23
	Special Populations	Low SES	1	205	29	15	36	17	4
			2	178	25	15	28	26	6
			3	200	19	18	30	20	14
		ELL	1	24	46	21	33		
			2	20	35	25	25	15	
			3	20	30	25	20	20	5
		RFEP	1	38	16	3	55	21	5
			2	36	17		39	39	6
			3	39	10	8	41	23	18
		EL + RFEP	1	62	27	10	47	13	3
			2	56	23	9	34	30	4
			3	59	17	14	34	22	14
Special Ed.		1	42	55	14	21	10		
		2	40	63	8	20	5	5	
		3	40	50	18	23	5	5	
Spec Ed. Speech/RSP		1	31	45	19	29	6		
		2	32	59	9	22	6	3	
		3	31	42	23	29	3	3	
Foster	1	5	80		20				
	2	4	50		50				
	3	5	60		20	20			

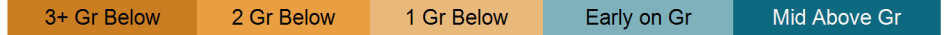


i-Ready Math Overall Relative Placement

School Data by Subgroup

Hughes 2023-2024 Grade 6

Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
6	Special Populations	Homeless	1	21	52	10	14	14	10
			2	16	44	6	19	25	6
			3	21	33	14	24	14	14
		GATE/Excel	1	92	12	25	43	28	
			2	86	11	13	44	41	
			3	92	2	13	29	55	

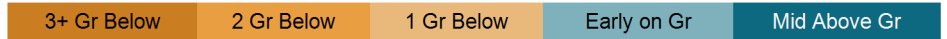
i-Ready Math Overall Relative Placement

School Data by Subgroup

Hughes 2023-2024 Grade 7



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
7	All Students	All	1	377	31	15	33	17	4	
			2	367	26	10	32	21	11	
			3	370	22	10	26	25	17	
	Teacher	Ahrens, M	1	96	2	6	46	35	10	
			2	97	3	33	43	21		
			3	98	1	2	13	47	37	
		LOCKSHAW, T	1	9	100					
			2	10	90	10				
			3	10	80	10	10			
		Mason, J	1	151	21	19	39	18	4	
			2	149	17	9	40	21	12	
			3	152	14	8	36	26	16	
			Ramirez, E	1	57	60	14	26		
				2	55	51	16	31	2	
				3	54	37	20	30	11	2
		Salgado, F	1	62	76	18	6			
			2	59	64	20	14	2		
	3		66	55	21	21	2			
	Holz, J	3	1	100						
	Ethnicity	African American	1	60	45	23	20	12		
			2	59	41	10	36	12	2	
			3	59	36	14	31	20		
		Asian	1	32	13	19	53	13	3	
			2	30	10	10	37	37	7	
			3	31	16	26	42	16		
		Filipino	1	23	22	4	48	13	13	
			2	22	18	9	27	18	27	
3			22	18	14	41	27			
Hispanic		1	184	37	15	32	13	3		
		2	178	31	12	33	16	7		
		3	181	25	13	29	20	12		
Pacific Islander		1	7	29	29	43				
		2	8	13	38	38	13			
	3	8	13	13	38	13	25			

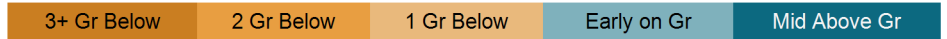
i-Ready Math Overall Relative Placement

School Data by Subgroup

Hughes 2023-2024 Grade 7



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
7	Ethnicity	White	1	26	8	4	38	42	8
			2	27	7	7	37	30	19
			3	26	4	8	12	27	50
		Other	1	45	16	9	31	33	11
			2	43	12	2	19	37	30
			3	43	7	5	19	33	37
	Gender	Female	1	175	31	19	35	11	2
			2	173	29	10	34	18	9
			3	177	23	14	27	27	9
		Male	1	202	30	11	32	22	6
			2	193	23	10	30	23	13
			3	192	20	7	24	23	25
		Nonbinary	2	1	100				
	3		1	100					
	Special Populations	Low SES	1	212	37	17	31	12	2
			2	201	31	11	35	15	7
			3	201	26	14	28	20	11
		ELL	1	31	84	6	10		
			2	31	81	6	13		
			3	30	70	10	17	3	
		RFEP	1	65	23	20	45	11	2
			2	64	17	17	44	16	6
			3	67	12	13	39	24	12
		EL + RFEP	1	96	43	16	33	7	1
			2	95	38	14	34	11	4
			3	97	30	12	32	18	8
		Special Ed.	1	43	86	2	7	5	
2			46	74	11	11	4		
3			46	72	13	7	4	4	
Spec Ed. Speech/RSP	1	37	86	3	8	3			
	2	38	74	13	11	3			
	3	36	72	14	6	6	3		

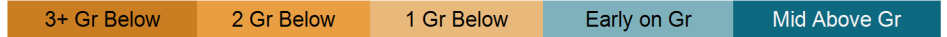


i-Ready Math Overall Relative Placement

School Data by Subgroup

Hughes 2023-2024 Grade 7

Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
7	Special Populations	Foster	1	6	50	33	17		
			2	6	50	33	17		
			3	7	57	29	14		
		Homeless	1	22	36	18	23	18	5
			2	23	30	9	35	9	17
			3	23	26	17	22	22	13
		GATE/Excel	1	106	35	37	42	14	
			2	106	2	26	37	34	
			3	107		17	42	40	

i-Ready Math Overall Relative Placement

School Data by Subgroup

Hughes 2023-2024 Grade 8



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
8	All Students	All	1	384	34	13	29	15	9
			2	363	24	13	26	18	19
			3	388	21	7	27	19	27
	Teacher	Casem, K	1	168	64	17	18		
			2	150	47	21	25	7	
			3	161	39	14	34	10	2
		Holz, J	1	4	100				
			2	4	100				
			3	4	100				
		LOCKSHAW, T	1	13	100				
			2	13	100				
			3	14	100				
		McCloy, V	1	112	7	10	42	25	16
			2	106	5	8	25	27	34
			3	113	3	3	22	25	48
		Phelps, K	1	105	10	10	33	30	16
			2	101	3	8	33	25	32
			3	108	3	23	31	43	
	Ethnicity	African American	1	62	47	13	24	15	2
			2	61	38	11	25	16	10
			3	62	26	13	26	23	13
		Asian	1	27	7	7	44	26	15
			2	28	7	4	32	29	29
			3	30	7	20	27	47	
		Filipino	1	19	16	26	26	16	16
			2	18	6	17	39	6	33
			3	22	14	5	32	18	32
		Hispanic	1	190	41	13	29	10	7
			2	182	27	18	27	13	14
			3	192	26	8	27	17	22
Pacific Islander		1	2	100					
		2	2	50	50				
		3	3	100					

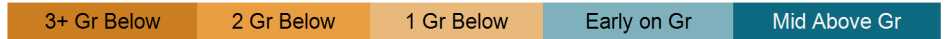
i-Ready Math Overall Relative Placement

School Data by Subgroup

Hughes 2023-2024 Grade 8



Legend

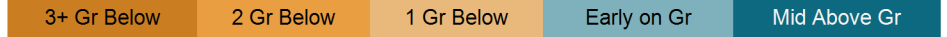


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
8	Ethnicity	White	1	38	26	11	16	29	18
			2	35	23	9	9	29	31
			3	35	20	17	26	37	
		Other	1	46	20	9	33	22	17
			2	37	8	3	30	30	30
			3	44	5	5	32	18	41
	Gender	Female	1	184	35	13	31	11	10
			2	171	23	15	26	15	20
			3	185	19	8	26	20	26
		Male	1	199	33	13	27	19	9
			2	191	25	12	26	20	17
			3	202	22	6	26	19	27
		Nonbinary	1	1	100				
			2	1	100				
			3	1	100				
	Special Populations	Low SES	1	193	45	13	26	10	6
			2	179	33	12	28	16	11
			3	194	25	9	27	20	19
		ELL	1	18	89		11		
			2	18	67	17	11	6	
			3	19	74	5	11	5	5
		RFEP	1	58	19	19	36	14	12
			2	62	16	13	35	13	23
			3	65	11	8	34	22	26
		EL + RFEP	1	76	36	14	30	11	9
			2	80	28	14	30	10	19
			3	84	25	7	29	18	21
		Special Ed.	1	52	75	10	13	2	
			2	45	69	4	18	9	
			3	52	69	23	8		
Spec Ed. Speech/RSP	1	36	67	14	17	3			
	2	30	57	7	23	13			
	3	35	57	31	11				

i-Ready Math Overall Relative Placement
School Data by Subgroup
Hughes 2023-2024 Grade 8



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
8	Special Populations	Foster	1	2		50		50		
			2	2	50		50			
			3	2		50		50		
		Homeless	1	26	35	12	42	8	4	
			2	25	20	4	48	20	8	
			3	26	19	4	31	31	15	
		GATE/Excel	1	89		24	26	30		37
			2	84		2	18	25		55
			3	89			12	22		65

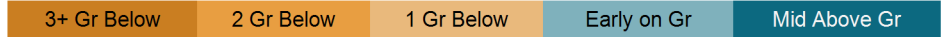
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Hughes 2023-2024 Grade 6



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
6	All Students	All	1	290	29	13	21	12	25	
			2	328	15	13	24	17	30	
			3	344	18	12	27	10	34	
	Teacher	Beebe, J	1	1	100					
		Bond, A	1	117	30	14	21	10	26	
			2	135	10	21	22	18	29	
			3	149	19	7	31	7	36	
		MAAS, H	1	131	36	10	21	12	21	
			2	145	19	13	26	14	28	
			3	160	21	13	28	9	30	
		Resnick, A	1	15	100					
			2	16	88			13		
			3	15	100					
		Weiper, C	1	60	27	18	22	13	20	
			2	62	16	11	24	18	31	
3	62		13	23	18	15	32			

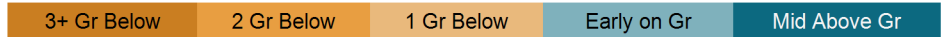
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Hughes 2023-2024 Grade 6



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
6	Ethnicity	African American	1	40	50	10	8	23	10
			2	48	25	21	19	19	17
			3	51	33	16	27	6	18
		Asian	1	32	13	13	25	16	34
			2	33	9	3	36	9	42
			3	34	6	6	15	21	53
		Filipino	1	22	23	9	14	9	45
			2	22	5	14	23	14	45
			3	27	7	15	15	7	56
		Hispanic	1	136	32	16	25	9	18
			2	147	20	15	25	16	24
			3	161	22	12	34	8	24
		Pacific Islander	1	5	60		20	20	
			2	6	17		33	17	33
			3	6	17	17	33	17	17
		White	1	25	20	12	12	12	44
			2	31	10	3	19	19	48
			3	30	7	10	13	3	67
		Other	1	30	10	3	33	13	40
			2	41	5	12	20	24	39
			3	35	3	9	23	20	46
Gender	Female	1	137	20	14	23	13	29	
		2	152	9	12	27	20	32	
		3	168	15	9	25	12	39	
	Male	1	153	37	12	19	11	22	
		2	176	20	14	22	14	30	
		3	176	20	14	28	8	29	
Special Populations	Low SES	1	160	40	11	25	11	13	
		2	174	20	17	29	13	21	
		3	183	26	13	29	10	22	
	ELL	1	20	70		20	5	5	
		2	19	47		21	16	5	11
		3	20	60		30	10		

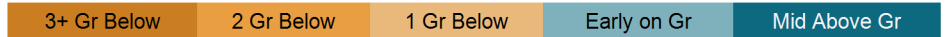
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Hughes 2023-2024 Grade 6



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
6	Special Populations	RFEP	1	29	21	10	31	17	21
			2	37	5	19	32	16	27
			3	37	8	16	30	16	30
		EL + RFEP	1	49	41	14	20	10	14
			2	56	20	20	27	13	21
			3	57	26	11	30	14	19
		Special Ed.	1	36	81	8	3	8	
			2	35	69	3	14	9	6
			3	39	72	8	10	10	
		Spec Ed. Speech/RSP	1	25	80	12	8		
			2	26	69	4	19	4	4
			3	30	70	10	13	7	
		Foster	1	5	80			20	
			2	3	67		33		
			3	4	75		25		
		Homeless	1	16	50	13	19	13	6
			2	20	40	10	20	20	10
			3	21	38	19	10	19	14
GATE/Excel	1	81		4	5	19	16	57	
	2	87		6	9	14		71	
	3	87		6	11	7		76	

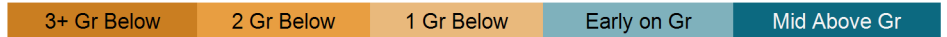
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Hughes 2023-2024 Grade 7



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category						
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr		
7	All Students	All	1	302	33	12	16	15	25		
			2	363	28	10	19	18	25		
			3	355	24	10	16	20	29		
	Teacher	LOCKSHAW, T	LOCKSHAW, T	1	3	100					
				2	3	100					
				3	4	50	50				
		Michaels, D	Michaels, D	1	149	34	11	16	14	24	
				2	159	31	5	20	16	28	
				3	158	25	7	17	20	32	
			Nguyen, E	1	141	31	13	18	16	21	
				2	161	25	14	19	17	24	
				3	157	22	11	16	21	30	
		Resnick, A	Resnick, A	1	13	100					
				2	13	100					
				3	14	86	14				
		Rios, B	Rios, B	1	51	57	12	14	8	10	
				2	56	41	16	14	20	9	
				3	55	44	15	15	15	13	
		Ethnicity	African American	African American	1	39	31	18	13	18	21
					2	55	35	16	22	13	15
					3	51	33	12	24	10	22
			Asian	Asian	1	27	22	11	22	22	22
					2	31	16	6	16	32	29
					3	30	17	13	17	20	33
			Filipino	Filipino	1	18	22	22	17	11	28
					2	21	19	5	24	19	33
					3	23	13	22	17	9	39
			Hispanic	Hispanic	1	152	46	11	15	14	14
					2	183	38	12	19	16	16
					3	173	31	10	18	19	21
Pacific Islander			Pacific Islander	1	4	25	50		25		
				2	6	17	50		17	17	
		3		8			13		88		

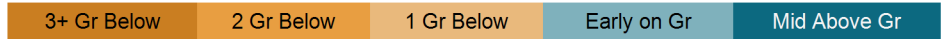
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Hughes 2023-2024 Grade 7



Legend

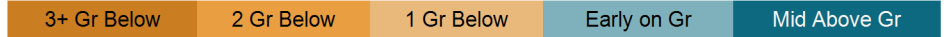


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
7	Ethnicity	White	1	22	9	9	14	68	
			2	26	8	19	19	54	
			3	27	7	4	4	30	56
		Other	1	40	13	8	20	13	48
			2	41	7	5	10	22	56
			3	43	12	2	9	26	51
	Gender	Female	1	146	35	11	17	15	22
			2	182	30	11	18	20	21
			3	169	24	12	17	21	26
		Male	1	156	31	12	14	15	27
			2	181	27	9	19	15	29
			3	185	24	8	16	19	32
	Nonbinary	3	1	100					
	Special Populations	Low SES	1	165	39	15	15	15	17
			2	199	32	15	19	18	17
			3	192	30	12	19	19	21
		ELL	1	29	93	3			
			2	28	79	4	14	4	
			3	30	73	13	10	3	
		RFEP	1	56	39	7	18	20	16
			2	68	26	12	21	24	18
			3	61	25	10	18	26	21
		EL + RFEP	1	85	58	6	13	13	11
			2	96	42	9	19	18	13
			3	91	41	11	15	18	15
		Special Ed.	1	34	74	6	12	3	6
			2	41	66	12	17	2	
			3	43	63	9	16	5	7
		Spec Ed. Speech/RSP	1	30	73	7	10	3	7
			2	35	66	11	17	3	3
3			37	65	11	14	5	5	
Foster	1	6	67	17	17				
	2	6	83	17					
	3	6	50	17	33				

**i-Ready Reading Overall Relative Placement
School Data by Subgroup
Hughes 2023-2024 Grade 7**



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
7	Special Populations	Homeless	1	17	47	24	6	12	12
			2	19	26	5	21	26	21
			3	23	30	22	26	22	
		GATE/Excel	1	93	3	11	9	22	56
			2	105	2	2	14	22	60
			3	104	4	11	20	64	

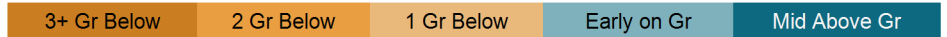
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Hughes 2023-2024 Grade 8



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
8	All Students	All	1	308	33	6	19	18	25	
			2	361	31	7	15	20	27	
			3	370	22	6	20	24	28	
	Teacher	Holz, J	1	3	100					
			2	1	100					
			3	3	100					
		LOCKSHAW, T	1	10	90		10			
			2	10	90		10			
			3	11	91		9			
		Ramirez, S	1	157	55	6	17	11	11	
			2	158	41	11	18	13	16	
			3	157	36	5	24	17	18	
		Resnick, A	1	21	100					
			2	21	100					
			3	22	100					
		Vis, C	1	121	27	5	21	21	26	
			2	122	18	4	17	28	33	
			3	133	14	5	19	31	32	
	Weiper, C	1	93	31	6	14	17	31		
		2	96	27	3	18	18	34		
		3	97	14	8	21	24	33		
	Ethnicity	African American	1	54	39	4	20	19	19	
			2	53	42	6	13	15	25	
			3	62	27	3	21	24	24	
		Asian	1	23	13	22	13	52		
			2	30	13	30	17	40		
			3	28	7	29	21	43		
		Filipino	1	18	33	6	28	17	17	
			2	18	22	11	17	28	22	
			3	21	24	5	14	24	33	
Hispanic		1	148	41	7	18	15	19		
		2	182	34	8	17	19	23		
		3	180	27	8	22	21	22		

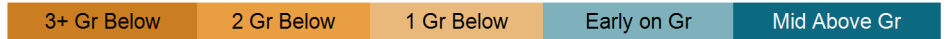
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Hughes 2023-2024 Grade 8



Legend

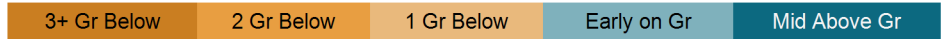


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
8	Ethnicity	Pacific Islander	1	3	33	33	33		
			2	2	50	50			
			3	2	50	50			
		White	1	32	22	3	19	16	41
			2	36	33	6	3	25	33
			3	35	23	14	26	37	
		Other	1	30	13	7	7	33	40
			2	40	23	8	8	23	40
			3	42	7	7	12	36	38
	Gender	Female	1	149	30	4	14	23	29
			2	171	27	6	13	20	33
			3	181	20	6	20	23	31
		Male	1	158	36	6	23	13	22
			2	189	34	7	17	19	22
			3	188	25	5	21	26	23
		Nonbinary	1	1	100				
			2	1					100
			3	1					100
	Special Populations	Low SES	1	146	43	5	21	16	16
			2	179	40	8	19	16	18
			3	181	29	7	25	20	19
		ELL	1	17	94				6
			2	14	93				7
			3	17	94				6
		RFEP	1	45	27	2	11	22	38
			2	63	19	6	19	19	37
			3	57	11	11	18	23	39
EL + RFEP		1	62	45	2	8	18	27	
		2	77	32	5	16	17	30	
		3	74	30	8	14	18	31	
Special Ed.		1	44	73	2	11	2	11	
		2	47	68	2	11	13	6	
		3	50	70	2	8	8	12	

i-Ready Reading Overall Relative Placement
School Data by Subgroup
Hughes 2023-2024 Grade 8



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category						
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr		
8	Special Populations	Spec Ed. Speech/RSP	1	28	57	4	18	4	18		
			2	32	53	3	16	19	9		
			3	33	55	3	12	12	18		
		Foster	1	1	100						
			2	2	50	50					
			3	2	50	50					
		Homeless	1	21	33	14	14	19	19		
			2	24	29	8	25	21	17		
			3	24	25	8	21	25	21		
		GATE/Excel	1	82			4	5	10	26	56
			2	87				2	10	25	62
			3	88				1	2	13	20



ELPAC Summative Assessment Grade Level Summary 2023-2024

Site :: Hughes

Site Level Overall Performance Level Summary



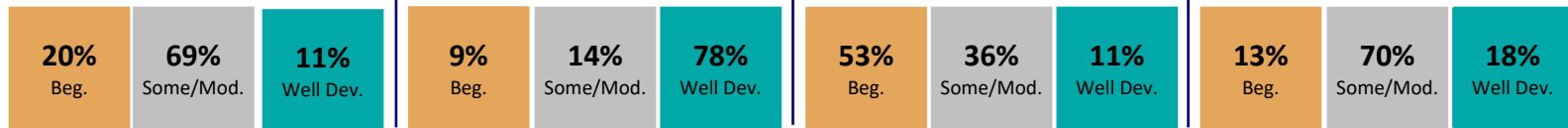
Site Level Domain Performance Level Summary

Listening

Speaking

Reading

Writing



Grade Level Performance Summary (Overall and by Domain)

Grade	Overall Development				Listening			Speaking			Reading			Writing		
	Beg.	Some.	Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well
06	6%	36%	39%	18%	3%	70%	15%	9%	9%	70%	21%	52%	15%	12%	58%	18%
07	7%	40%	47%	7%	13%	77%	10%	3%	20%	77%	67%	30%	3%	10%	77%	13%
08	23%	50%	9%	18%	50%	41%	5%	14%	9%	73%	68%	14%	14%	14%	64%	18%

School Plan for Student Achievement Addendum 2024-2025

Additional Targeted Support and Improvement (ATSI) ▾

Hughes Middle School ▾

If ATSI, identify subgroups:

- | | | |
|---|---|--|
| <input type="checkbox"/> African-American | <input type="checkbox"/> Foster Youth | <input type="checkbox"/> Socioeconomically Disadvantaged |
| <input type="checkbox"/> American Indian | <input type="checkbox"/> Hispanic | <input checked="" type="checkbox"/> Students with Disabilities |
| <input type="checkbox"/> Asian-American | <input type="checkbox"/> Homeless | <input type="checkbox"/> Two or More Races |
| <input checked="" type="checkbox"/> English Learner | <input type="checkbox"/> Pacific Islander | <input type="checkbox"/> White |
| <input type="checkbox"/> Filipino | | |

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

November 20, 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 inequalities 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.

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 and Expectations framework. Since 2014, LBUSD District staff in an effort to better support sites 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 educational partners. 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 requiring 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.
- 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.
- 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 allow site teams to reflect upon their collective efforts and engage colleagues from other schools and 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 (Level office staff, curriculum leaders, and other district support departments) develop an understanding of their priorities.
- **Classroom Visits:** School team members and visitors (Level office staff, curriculum leaders, and other district support departments) 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, the LROIX platform developed by LBUSD’s Research Office features tools that allow district and site leaders to monitor the progress of CSI schools and their students. LROIX functions enable district & site administrators and teachers to track students who are “at-promise” across a broad spectrum of measures, including chronic absenteeism, discipline, course grades, graduation requirements, iReady growth, 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 2024-2025

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

Lindsey Academy ▾

Si es ATSI, identifique los subgrupos::

- | | | |
|--|--|---|
| <input checked="" type="checkbox"/> Afroamericanos | <input type="checkbox"/> Jóvenes en hogares de crianza | <input type="checkbox"/> Desfavorecidos socioeconómicamente |
| <input type="checkbox"/> Indio americanos | <input type="checkbox"/> Hispanos | <input type="checkbox"/> Estudiantes con discapacidades |
| <input type="checkbox"/> Asiático-americanos | <input type="checkbox"/> Sin hogar | <input type="checkbox"/> Dos o más razas |
| <input checked="" type="checkbox"/> Estudiante que está aprendiendo inglés | <input type="checkbox"/> Isleños del pacífico | <input type="checkbox"/> Blancos |
| <input type="checkbox"/> Filipinos | | |

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 LBUUSD 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

Noviembre 20, 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.

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.
- 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.
- 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 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.



Hughes Middle School School-Home Compact 2024-2025

The staff and parents/guardians of Hughes' students have high expectations of the school and themselves. To provide an emotionally and physically safe environment and the highest-quality instructional program at Hughes Middle School, the staff, parents/guardians, and students agree to give their best effort.

As a student, I pledge to:

- Respect all students and all adults on campus
- Come to school prepared to learn
- Comply with the dress code and uniform requirements
- Complete and turn in all assignments and actively participate in class discussions
- Arrive to all my classes on time and ready to learn
- Respect all school property and the property of others
- Represent myself well in the community, on my way to and from school, and at school-sponsored events
- Follow behavioral expectations on campus in the hallways, common areas, classrooms, bathrooms, and during assemblies; these school-wide expectations are outlined in the expectations assemblies and during the advisory period, and understand that there may be consequences
- Discuss with a responsible adult what I am learning in school
- Ask my teacher(s) questions when I don't understand something
- Not to use my cell phone at any time during school
- Use technology responsibly
- Use appropriate language at all times

As a parent, I pledge to:

- Bring my child to school or assist my child in attending school daily
- Help my child with learning
- Provide a quiet area for learning at home and encourage good study habits
- Talk with my child about their school activities every day
- Participate in as many school activities as possible
- Encourage my child to read by reading with them and by reading myself
- Limit my child's screen time
- Support my child's teachers with their classroom expectations
- Treat others with courtesy and respect
- Complete my annual verification on time
- Register for Canvas ParentVUE and check my student's grades weekly
- Maintain lines of communication open with my child's teachers and administrators

As a teacher, I pledge to:

- Treat all students, parents, guardians, and staff with courtesy and respect
- Provide an academic program that is rigorous and challenging
- Identify students with special needs and work with parents and guardians to plan appropriate interventions
- Be positive role models for students
- Make known the expectations for student behavior and related consequences
- Provide information and/or opportunities for parent education
- Be available for conferences with students/parents at mutually agreeable times
- Involve parents/guardians in the governance of the school
- Use student, staff, and parent-generated data to make decisions regarding student achievement, behavior, and campus climate
- Promote the school-wide expectations as outlined in the student planner
- Explain my expectations, instructional goals, and grading system
- Communicate with parents and guardians using phone calls, emails, and Canvas to share progress and/or report cards on an ongoing basis regarding their children's academic success
- Attend professional development classes to keep my skills and knowledge of the teaching profession current

Revised 10/08/24

Maria Pilar Perossio: _____



Date: 10/08/24

2

Home-School Compact

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

Student Name _____ Signature: _____ Date: _____

Parent/Guardian Name: _____ Signature: _____ Date: _____

Teacher Name: _____ Signature: _____ Date: _____



Escuela secundaria Hughes
Pacto escuela-hogar
2024-2025

El personal y los padres/tutores de los estudiantes de Hughes tienen altas expectativas de la escuela y de ellos mismos. Para proporcionar un ambiente seguro, emocional y físico. Al mismo tiempo que creamos un programa de instrucción de la más alta calidad. En la Escuela Intermedia Hughes, el personal, los padres/tutores y los estudiantes acuerdan dar su mejor esfuerzo.

Como estudiante, me comprometo a:

- Llegar a todas mis clases a tiempo y listo para aprender
- Respetar a todos los estudiantes y a todos los adultos en el establecimiento
- Acepta venir a la escuela preparado para trabajar
- Cumplir con el código de vestimenta y requisitos de uniforme
- Participar activamente, completar tareas y participar en debates en todas las clases, incluso completar y entregar el trabajo de clase
- Respetar toda la propiedad de la escuela y la propiedad de los demás
- Representarse bien en la comunidad, en el camino hacia y desde la escuela y en eventos patrocinados por la escuela
- Seguir las expectativas de comportamiento en el campus en los pasillos, áreas comunes, salones de clases, baños y durante las asambleas; Estas expectativas a nivel escolar se describen en las asambleas de expectativas y durante el período de asesoramiento
- Hablar con mis padres sobre lo que estoy aprendiendo en la escuela
- Hacer preguntas a mis profesores cuando no entiendo algo
- No usar mi teléfono celular en ningún momento durante la escuela
- Utilice la tecnología de manera responsable
- Utilice un lenguaje apropiado en todo momento

Como padre, me comprometo a:

- Llevar a mi hijo a la escuela o ayudar a mi hijo a asistir a la escuela todos los días
- Ayudar a mi hijo con su aprendizaje
- Proporcionar un área tranquila para aprender en casa y fomentar buenos hábitos de estudio
- Hablar con mi hijo sobre sus actividades escolares todos los días
- Participar en tantas actividades escolares como sea posible

- Animar a mi hijo a leer leyendo con él/ella y leyéndome yo mismo
- Limitar el tiempo que mi hijo pasa frente a la pantalla
- Apoyar a los maestros de mi hijo con sus expectativas en el aula
- Tratar a los demás con cortesía y respeto
- Completar mi verificación anual a tiempo
- Regístrese en Canvas, ParentVUE y verificar las calificaciones de mi estudiante semanalmente
- Mantener líneas de comunicación abiertas con los maestros y administradores de mi hijo

Como docente me comprometo a:

- Trate a todos los estudiantes, padres y tutores con respeto y cortesía
- Proporcionar un programa académico que sea riguroso y desafiante
- Identificar estudiantes con necesidades especiales y trabajar con padres y tutores para planificar intervenciones apropiadas
- Ser modelos positivos para los estudiantes
- Dar a conocer las expectativas de comportamiento de los estudiantes y las consecuencias relacionadas
- Proporcionar información y oportunidades para la educación de los padres
- Estar disponible para conferencias con estudiantes/padres en horarios mutuamente acordados
- Involucrar a los padres/tutores en el gobierno de la escuela
- Utilice datos generados por estudiantes, personal y padres para tomar decisiones sobre el rendimiento, el comportamiento y el clima del establecimiento
- Promover las expectativas de toda la escuela como se describe en la agenda estudiantil
- Explicar mis expectativas, objetivos de instrucción y sistema de calificaciones
- Comuníquese con los padres y tutores mediante llamadas telefónicas, correos electrónicos y Canvas para compartir el progreso y las boletas de calificaciones de manera continua con respecto al éxito académico de sus hijos
- Asistir a clases de desarrollo profesional para mantener actualizadas mis habilidades y conocimientos de la profesión docente

Revisado el 08/10/2024

Maria Pilar Perossio: _____



Fecha: 08/10/24

acuerdo entre el hogar y la escuela

Firme, separe y devuelva esta parte inferior a su maestro del primer período.

Nombre del estudiante _____ Firma: _____ Fecha: _____

Nombre del padre/tutor: _____ Firma: _____ Fecha: _____

Nombre del maestro: _____ Firma: _____ Fecha: _____

Hughes Middle School

Parent Involvement Guidelines

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:
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.
- 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:
 1. Responsibilities & Roles of SSC and its members
 2. Composition of SSCs

- 3. Budgetary considerations
- 4. Single Plan for Student Achievement
- 5. Role of ELAC and other advisory committees

2. Plan meetings with the 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
- Review the School-Wide Plan, these Guidelines, and the School and Home Compact; adjust each as necessary.
- Provide oral and written translations as needed. Current Translation needs:

1. Spanish/Khmer

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
- 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
- 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.

2

- Normal channels include flyers/marquee, the principal's bulletin, the 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/equity-engagement-partnerships/parent-university/home>
- 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 are sent home in a language families can understand using Canvas and Parent News.

Announcements made on the school marquee

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 and Back to School Night

Teacher beginning of the-year informational letters

LBUSD website for content standards

English Language Advisory Committee and School Site Council meetings School website at <https://hughes.lbschools.net/>

7. Hughes Middle School will provide updated information to families about Title I programs throughout the school year:

- Title I Newsletter Printed by the office when requested and posted in the School News.
- At SSC, ELAC meetings, and other family meetings

8. Hughes Middle School will provide families with 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)
- TeacherConferences

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;
- The sent-home documents are reviewed by multiple staff members to ensure comprehensibility;
- 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's trainings offered for families and staff
- Family education workshops on-site
- Family-Teacher Conferences

- Family Workshops posted on the district website
- 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 the first SSC and ELAC meetings

School Site Council must vote to approve the 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/equity-engagement-partnerships/parent-university/home>

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" training offered for parents to facilitate workshops for other parents

Parent University info- <https://www.lbschools.net/departments/equity-engagement-partnerships/parent-university/home>

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
- Individual Teacher Conferences
- Parent/Guardian phone calls
- Understanding & Teaching Students of Different Cultures-Guest speaker and training
- Staff professional development

PART IV. ADOPTION

PART IV. ADOPTION

Elected representatives of Hughes' School Site Council, which is composed of Hughes staff, Hughes student representatives, and Hughes's parents/guardians, developed and agreed on these Parent Involvement Guidelines. The Hughes Middle School Parent Involvement Guidelines were adopted by the School Site Council on September 25, 2024, effective during the 2024-2025 school year.

School Principal, Maria Pilar Perossio: 

Date: September 25, 2024

Escuela secundaria Hughes

Pautas para la participación de los padres

Como escuela que recibe el Título I, Parte A (Título I) fondos, Hughes Middle School ha desarrollado conjuntamente con los miembros de Consejo Escolar y distribuido a las familias de los niños participantes, Pautas de participación escolar y familiar, que contienen información requerida por la sección 1118(b) de la Ley de Educación Primaria y Secundaria (ESEA). El Pautas Establecer las expectativas de Hughes para la participación familiar y describir cómo la escuela implementará una serie de de actividades específicas de participación familiar. El Hogar-El Pacto Escolar se incorpora a las Pautas de Participación Escolar y Familiar.

PARTE I

DESCRIPCIÓN GENERAL

- La Escuela Intermedia Hughes acepta implementar y cumplir con lo siguiente:
Hughes' El Consejo Escolar (SSC) desarrollará 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, traducir las Directrices según sea necesario.
- Poner las Directrices a disposición de la comunidad local.
- Actualizar periódicamente las Pautas para satisfacer las necesidades cambiantes de los padres/tutores y de Hughes.
- Adoptar el Pacto entre la escuela y el hogar de Hughes como componente de estas Directrices.
- Utilice la siguiente definición legal de "participación de los padres" como fuerza rectora 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 su crianza, alfabetización y habilidades del idioma inglés para fomentar condiciones en el hogar que afecten 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, la comunidad y 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 organizaciones y actividades escolares. Además, identificar e involucrar a los padres en funciones de instrucción y apoyo;
5. Alentar 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 comunitarios y del distrito escolar identificados;
7. Capacitar a los padres, maestros y directores para construir una asociación entre el hogar y la escuela para promover una comunicación bidireccional efectiva;

8. Consultar continuamente con los padres sobre la manera en el que la escuela y los padres puedan trabajar juntos para planificar, diseñar, implementar y evaluar programas escolares para garantizar el progreso académico;
9. Informar a los padres sobre el desempeño académico de la escuela de su hijo y sobre las opciones que tienen para garantizar la ubicación educativa adecuada de su hijo.
10. Informar a los padres sobre (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 acciones para involucrar a las familias en el desarrollo conjunto y el acuerdo conjunto de sus Pautas de participación escolar familiar y su plan para toda la escuela, si corresponde, de manera organizada, continua y oportuna según la sección 1118 (b) de la ESEA. :

1. Asistencia a una de las capacitaciones del distrito o capacitación en el sitio escolar.

Los temas incluyen:

1. Responsabilidades y funciones del SSC y sus miembros
2. Composición de las SSC
3. Consideraciones presupuestarias
4. Plan Único de Rendimiento Estudiantil
5. Papel del ELAC y otros comités asesores

2. Planificar reuniones con los padres del Consejo Escolar y del 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 los padres.
- Noche de regreso a clases
- En reuniones
- Revise el Plan para toda la escuela, estas pautas y el Plan para la escuela y el hogar.

Compacto; ajuste cada uno según sea necesario.

- Proporcionar traducciones orales y escritas según sea necesario.

Necesidades actuales de traducción:

1. español/jemer

3. La Escuela Intermedia Hughes distribuirá estas pautas a los padres/tutores de Hughes y 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
- 4. La Escuela Intermedia Hughes actualizará periódicamente estas Pautas para cumplir con los cambios.

necesidades de los padres y del colegio a través de los siguientes medios:

- Reuniones del SSC y ELAC
- Reuniones informativas para padres:
La Escuela Intermedia Hughes llevará a cabo una cantidad flexible de reuniones en diferentes horarios y días. Las notificaciones de las próximas reuniones se realizarán a través de.

2

- Los canales normales incluyen folletos/marquesinas, el boletín del director, el mensajero de la escuela, etc.
- Se harán esfuerzos para aumentar la participación de cualquier subgrupo de estudiantes que constantemente caiga por debajo del nivel de competencia.
- Universidad de padres del distrito:
<https://www.lbschools.net/departments/equity-engagement-partnerships/parent-university/home>
- 5. La Escuela Intermedia Hughes convocará una reunión pública anual de Título I para informar a las familias

de 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.

Celebrar un número flexible de reuniones en distintos horarios

Las notificaciones/folletos se envían a casa en un idioma que las familias pueden entender usando Canvas y Parent News.

Anuncios realizados en la marca de la escuela.

La Escuela Intermedia Hughes proporcionará una descripción y explicación del plan de estudios que se utiliza 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
- Vista principal
- Lienzo
- Jornada de puertas abiertas y noche de regreso a clases

Cartas informativas de inicio de año para maestros

Sitio web del LBUSD para estándares de contenido

Reuniones del Comité Asesor del Idioma Inglés y del Consejo Escolar Sitio web de la escuela en <https://hughes.lbschools.net/>

7. Hughes Middle School proporcionará información actualizada a las familias sobre el Título I Programas a lo largo del año escolar:

- Boletín de Título I Impreso por la oficina cuando se solicita y se publica en las Noticias Escolares.
- En reuniones del SSC, ELAC y otras reuniones familiares

8. La Escuela Intermedia Hughes proporcionará a las familias una descripción y explicación del plan de estudios que se utiliza 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. La Escuela Intermedia Hughes también brindará oportunidades para reuniones periódicas para formular sugerencias y participar, según corresponda., en las decisiones relativas a la educación de sus hijos:

- Comentarios de las reuniones de la PTA
- ELAC
- SSC durante los comentarios abiertos
- Equipos de estudio de estudiantes (STTS)
- Planes de educación individuales (IEP)
- Conferencias de profesores

9. La Escuela Intermedia Hughes presentará al LBUSD cualquier comentario de los padres si el plan escolar bajo la sección (1114) (b) (2) no es satisfactorio para los padres de los niños participantes.

En las reuniones del consejo escolar

10. En la medida de lo posible, la Escuela Intermedia Hughes tomará las siguientes acciones para garantizar que se proporcione información, programas, reuniones y actividades relacionadas con la escuela a los padres/tutores de Hughes:

- En un formato comprensible y uniforme, incluidos formatos alternativos según
Solicitar en un idioma que los padres/tutores puedan entender;
- Los documentos enviados a casa son revisados por varios miembros del personal para garantizar su comprensibilidad;
- 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 Intermedia Hughes desarrollará la capacidad para padres y comunidad fuertes. participación para mejorar el rendimiento académico de los estudiantes.

- Capacitaciones del distrito ofrecidas para familias y personal.
- Talleres de educación familiar presenciales
- Conferencias de familia y maestros
- 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 Universidad de padres

2. La Escuela Secundaria Hughes incorporará el Pacto entre la Escuela y el Hogar como componente

de sus Pautas de participación de los padres en la escuela:

Desarrollado, discutido y revisado en las primeras reuniones del SSC y ELAC

El Consejo Escolar debe votar para aprobar el pacto

Distribuido a los padres/tutores en un idioma apropiado para ser firmado y devuelto.

3. La Escuela Intermedia Hughes y el LBUSD brindarán asistencia a los padres para que comprendan

temas como los siguientes:

Estándares estatales de contenido académico

Estándares básicos comunes

Estándares estatales de rendimiento académico de los estudiantes

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/equity-engagement-partnerships/parent-university/home>

Panel informativo en la oficina principal de Hughes

Sitio web y reuniones de la Asociación de Padres y Maestros (PTA)

4. Hughes Middle School y LBUSD proporcionarán materiales y capacitación para ayudar a los padres

trabajar con sus hijos para mejorar el rendimiento académico y fomentar la participación de los padres:

- Se ofrece capacitación distrital de "Instructor de capacitadores" para padres para facilitar talleres para otros padres.

Información de la Universidad para padres <https://www.lbschools.net/departments/equity-engagement-partnerships/parent-university/home>

5. La Escuela Intermedia Hughes, el LBUSD y los padres educarán a su personal sobre cómo alcanzar

comunicarse con los padres y trabajar con ellos como socios iguales.

Servicios en curso para maestros/personal (presentadores invitados)

Comunicación positiva con padres/tutores

Conferencias individuales de maestros

Llamadas telefónicas a padres/tutores

- Comprender y enseñar a estudiantes de diferentes culturas: orador invitado y capacitación desarrollo profesional del personal

PARTE IV. ADOPCIÓN

Los representantes electos del Consejo Escolar de Hughes, que está compuesto por el personal de Hughes, los representantes estudiantiles 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 Escolar el 25 de septiembre de 2024, vigentes durante el año escolar 2024-2025.

Maria Pilar Perossio:



Fecha: 25 de septiembre de 2024