

School Year:

March 2025 – March 2026



## School Plan for Student Achievement (SPSA) Template

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 (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

<b>School Name</b>	Hosler Middle School
<b>Address</b>	11300 Spruce Street Lynwood, CA 90262
<b>County-District-School (CDS) Code</b>	19647746115539
<b>Principal</b>	Mr. John Terry
<b>District Name</b>	Lynwood Unified School District
<b>SPSA Revision Date</b>	September 2024 - March 2025
<b>Schoolsite Council (SSC) Approval Date</b>	February 27, 2025
<b>Local Board Approval Date</b>	March 27, 2025

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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# School Vision and Mission

## District Mission and Vision Statements

### Lynwood Unified School District

The mission of the Lynwood Unified School District, the model urban school district, is to ensure each student fearlessly achieves their highest academic and personal aspirations while contributing to a diverse, global society through an evolving system distinguished by:

- People of great character who inspire and lead by example
- The instilling of courage to be creative
- The transformative uses of technology
- Safe and clean environments
- The inclusion of all voices in our community through equity, access, and justice

Supporting the mission of LUSD are the following objectives:

- All students graduate college or career-ready to achieve their vision of personal and professional success.
- All students possess noble character.
- Each student actualizes their true identity through leading a purposeful life.
- All students exceed grade level achievement and college content readiness assessments.

## School Vision and Mission Statement

### Vision Statement

HOSLER MIDDLE SCHOOL is committed to providing an environment that will enhance the minds, lives, and values of our students through an established innovative holistic program that enables students to achieve at higher levels of academic, social, and leadership skills.

HOSLER MIDDLE SCHOOL staff is committed to ensuring a physically and psychologically safe environment for its learning community, by working closely with students, parents, community members, and law enforcement agencies

HOSLER MIDDLE SCHOOL courses, activities, and programs are created to meet the academic and social needs of students. Instruction focuses on providing skills that will teach students to access and use information. Teachers recognize that serving the diversity of individual needs requires student-centered innovative teaching that enhances students' learning experiences, collaboration among staff, flexibility, and cooperative learning experiences for students and teachers.

HOSLER MIDDLE SCHOOL believes that for a student to grow in their personal and academic lives the HMS staff must be committed to serving in a variety of ways, including teaching, counseling, club advisors, coaching, and other extra/co-curricular activities.

HOSLER MIDDLE SCHOOL teachers and administrators work closely with parents and students to evaluate a student's quality of work. Staff members at HMS are committed to creating partnerships with parents as well as maintaining open channels of communication with community members, community agencies, and businesses. At HMS we believe that parent involvement is important when defining, implementing, and evaluating curriculum and student learning.

### Mission Statement

The mission of Fred W. Hosler Middle School is to support 'A learning community that prepares students to be responsible, independent, critical thinkers.' This will enable our students to reach their potential in a culturally diverse and technologically advanced society.

# School Profile

Lynwood Unified School District (LUSD) is made up of 12 elementary schools, two middle schools, and three high schools, not including preschool adult education. The District's programs give students the opportunity to delve deeper into the topics that interest them most while still completing the requirements for promotion, graduation and admittance into some of the nation's top colleges and universities. Lynwood Unified strives to prepare all students for college and career and to support these efforts, it has instituted a default A-G College Curriculum for all students.

Starting in middle school, students have options to further explore professions through our career technical education pathways. The District's high school pathways include manufacturing and engineering, bio-medicine and nursing, media and design arts, performing arts, photography, culinary arts and automotive.

LUSD believes that strong partnerships and collaboration with our parents, staff, teachers and broader community are key to student success.

Hosler Middle School is one of two middle schools in the Lynwood Unified School District. Hosler's student body is composed of approximately 414 students in the eighth grade and 342 in the seventh grade. Our school staff consists of one Principal, one Assistant Principal, two academic counselors, one Instructional Lead teacher, one SEL Lead teacher, one Community Liaison, one Social Worker, one Psychologist, one Speech Therapist, 40 classroom teachers, two office staff, one attendance clerk, one records clerk, one full-time librarian, one health technician, five full-time custodial staff, 3 full-time campus security staff and 25 instructional aides. Hosler Middle School has 49 classrooms, one innovation lab, one Esports lab, one Wellness Center, one Parent Center and one library.

The student population at Hosler Middle School is 775 and is composed of approximately 94.58% Hispanic, 4.77% African American, and .65% as other. Approximately 99.3% of our students qualify for the free or reduced price lunch program, the poverty indicator established by the federal government. English language learners make up approximately 21.4% of our population.

## Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

### Involvement Process for the SPSA and Annual Review and Update

The School Site Council (SSC) and English Language Advisory Committee (ELAC) meet monthly. All legal requirements are presented and discussed during the monthly meetings. The ELAC reviews budget expenditures in relation to Title III and makes recommendations to the SSC. Final decisions are made by the SSC regarding Title I and Title III budget. As the groups meet, they also make decisions or advice the principal on a wide range of issues including the school budget, school culture, safety, parent involvement, English Learners support and overall academic improvement. Those decisions are recorded on the School Plan for Student Achievement (SPSA) and such plan is approved by the School Site Council. Because the SPSA is a living document, it is continuously going through a revision and update process.

## Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Hosler Middle School finds that there continues to be a significant need to provide supplemental academic interventions and targeted assistance to students to improve their reading, writing, and mathematic skills.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.09%	01.17%	0.11%	1	11	1
African American	5.53%	6.82%	5.45%	65	64	48
Asian	0.26%	0.21%	%	3	2	
Filipino	%	0%	%		0	
Hispanic/Latino	92.35%	88.91%	93.64%	1086	834	824
Pacific Islander	0.60%	0.42%	0.11%	7	4	1
White	1.02%	0.85%	0.57%	12	8	5
Multiple/No Response	0.17%	1.59%	0.11%	2	15	1
<b>Total Enrollment</b>				1176	938	880

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 7	522	450	414
Grade 8	654	488	466
<b>Total Enrollment</b>	1,176	938	880

### Data Trends:

1. The total student enrollment has steadily decreased from 1,176 (2021-22) to 938 (2022-23) and 880 (2023-24), showing a trend of declining enrollment.
2. The Hispanic/Latino student population remains the largest group, increasing from 88.91% (2022-23) to 93.64% (2023-24). Other subgroups, such as African American students, have declined in both percentage and actual numbers (from 64 students in 2022-23 to 48 in 2023-24).
3. Both 7th and 8th grade enrollments have declined over the past three years, reflecting the overall drop in school population. However, the decrease appears more pronounced in 7th grade (from 522 in 2021-22 to 414 in 2023-24).

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	286	209	188	19.30%	24.3%	21.4%
Fluent English Proficient (FEP)	526	436	393	53.90%	44.7%	44.7%
Reclassified Fluent English Proficient (RFEP)				2.0%	14.3%	

### Data Trends:

1. The EL student population initially surged in 2021-22 due to the merging of two middle schools but has since declined, reflecting district-wide enrollment trends.
2. While the total number of EL students has declined, the percentage of EL students in the school increased from 19.3% (2021-22) to 24.3% (2022-23) but then dropped to 21.4% (2023-24).
3. The Fluent English Proficient (FEP) population has remained relatively stable, hovering around 44.7% in the last two years. This shows that a consistent portion of students entering the school have already been classified as fluent in English.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	509	440	393	498	432	380	495	432	380	97.8	98.2	96.7
Grade 8	625	483	461	604	475	442	604	474	433	96.6	98.3	95.9
All Grades	1134	923	854	1102	907	822	1099	906	813	97.2	98.3	96.3

The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	2497.	2490.	2471.	7.47	7.87	5.53	23.84	21.06	19.74	26.06	23.15	23.42	42.63	47.92	51.32
Grade 8	2497.	2483.	2490.	7.28	4.01	4.39	23.18	18.99	21.48	20.70	24.05	24.71	48.84	52.95	49.42
All Grades	N/A	N/A	N/A	7.37	5.85	4.92	23.48	19.98	20.66	23.11	23.62	24.11	46.04	50.55	50.31

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	
Grade 7	8.32	8.12	8.51	57.40	54.76	50.53	34.28	37.12	40.96	
Grade 8	12.31	6.33	8.78	46.09	44.09	47.34	41.60	49.58	43.88	
All Grades	10.51	7.18	8.65	51.19	49.17	48.83	38.30	43.65	42.52	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	11.81	9.98	8.73	50.10	46.64	42.33	38.09	43.39	48.94
Grade 8	7.32	4.02	3.46	43.26	40.38	47.34	49.42	55.60	49.19
All Grades	9.34	6.86	5.92	46.34	43.36	45.01	44.32	49.78	49.08

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	8.32	8.58	5.56	67.34	69.61	67.99	24.34	21.81	26.46
Grade 8	7.97	6.96	7.85	68.11	66.24	66.97	23.92	26.79	25.17
All Grades	8.13	7.73	6.78	67.76	67.85	67.45	24.11	24.42	25.77

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	10.73	10.67	9.50	61.94	60.56	53.83	27.33	28.77	36.68
Grade 8	13.46	11.39	10.85	59.63	56.75	61.89	26.91	31.86	27.25
All Grades	12.23	11.05	10.22	60.68	58.56	58.13	27.10	30.39	31.65

**Data Trends:**

1. There's a slight downward trend in the "Above Standard" percentage for 8th graders in Writing. This subtle shift suggests a potential area for focused attention to ensure writing skills are developed and maintained effectively.
2. 7th Grade shows a slight improvement in the "% Above Standard" for reading comprehension from 21-22 to 23-24.
3. Both 7th and 8th grades show relatively consistent performance in Listening skills across the three years, although 7th grade does show a slight decline in 23-24.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	509	440	392	488	429	382	480	429	379	95.9	97.5	97.4
Grade 8	625	483	461	603	472	450	597	471	447	96.5	97.7	97.6
All Grades	1134	923	853	1091	901	832	1077	900	826	96.2	97.6	97.5

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	2450.	2455.	2457.	3.96	6.76	5.54	9.38	8.86	11.08	22.08	23.78	22.69	64.58	60.61	60.69
Grade 8	2456.	2438.	2449.	6.70	4.25	5.59	8.38	7.64	6.04	18.26	15.29	19.46	66.67	72.82	68.90
All Grades	N/A	N/A	N/A	5.48	5.44	5.57	8.82	8.22	8.35	19.96	19.33	20.94	65.74	67.00	65.13

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems												
Grade Level	% Above Standard			% At or Near Standard			% Below Standard					
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24			
Grade 7	4.38	6.99	5.28	44.17	41.49	44.06	51.46	51.52	50.66			
Grade 8	5.55	4.03	5.37	41.18	38.00	43.62	53.28	57.96	51.01			
All Grades	5.02	5.44	5.33	42.51	39.67	43.83	52.47	54.89	50.85			

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	3.13	6.29	5.28	60.63	57.11	58.58	36.25	36.60	36.15
Grade 8	4.52	3.40	4.03	53.77	48.62	53.91	41.71	47.98	42.06
All Grades	3.90	4.78	4.60	56.82	52.67	56.05	39.28	42.56	39.35

### Data Trends:

- In 7th grade, the percentage of students "At or Near Standard" in Problem Solving has increased from 44.17% in 21-22 to 44.06% in 23-24. However, for 8th grade, there has been a decrease from 41.18% to 43.62%.
- In 7th grade, the percentage of students "At or Near Standard" in Communicating Reasoning has decreased from 60.63% in 21-22 to 58.58% in 23-24. Similarly, in 8th grade, there has been a decrease from 53.77% to 53.91%.

3. While 7th grade shows fluctuations in Communicating Reasoning, their "% At or Near Standard" has slightly decreased over the three years.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7	1525.6	1513.1	1515.8	1521.1	1515.4	1523.7	1529.7	1510.3	1507.4	128	81	99
8	1535.8	1529.8	1500.0	1537.1	1531.8	1495.7	1534.0	1527.3	1503.8	133	130	78
All Grades										261	211	177

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7	6.25	11.11	16.16	46.88	25.93	27.27	35.16	39.51	30.30	11.72	23.46	26.26	128	81	99
8	12.03	15.38	5.19	40.60	36.92	28.57	35.34	24.62	29.87	12.03	23.08	36.36	133	130	77
All Grades	9.20	13.74	11.36	43.68	32.70	27.84	35.25	30.33	30.11	11.88	23.22	30.68	261	211	176

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7	21.09	18.52	36.36	50.00	46.91	27.27	21.09	20.99	15.15	7.81	13.58	21.21	128	81	99
8	27.82	32.31	18.18	48.87	30.77	29.87	14.29	21.54	22.08	9.02	15.38	29.87	133	130	77
All Grades	24.52	27.01	28.41	49.43	36.97	28.41	17.62	21.33	18.18	8.43	14.69	25.00	261	211	176

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7	9.38	9.21	14.14	71.88	57.89	48.48	18.75	32.89	37.37	128	76	99
8	12.21	17.69	11.69	80.15	60.00	45.45	7.63	22.31	42.86	131	130	77
All Grades	10.81	14.56	13.07	76.06	59.22	47.16	13.13	26.21	39.77	259	206	176

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7	43.65	57.69	67.01	50.00	30.77	14.43	6.35	11.54	18.56	126	78	97
8	41.35	46.92	47.37	48.87	40.00	25.00	9.77	13.08	27.63	133	130	76
All Grades	42.47	50.96	58.38	49.42	36.54	19.08	8.11	12.50	22.54	259	208	173

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7	7.09	5.06	6.06	48.82	25.32	30.30	44.09	69.62	63.64	127	79	99
8	9.02	11.54	3.90	36.09	35.38	32.47	54.89	53.08	63.64	133	130	77
All Grades	8.08	9.09	5.11	42.31	31.58	31.25	49.62	59.33	63.64	260	209	176

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7	6.25	6.76	4.12	80.47	71.62	70.10	13.28	21.62	25.77	128	74	97
8	3.82	1.54	1.33	90.08	78.46	73.33	6.11	20.00	25.33	131	130	75
All Grades	5.02	3.43	2.91	85.33	75.98	71.51	9.65	20.59	25.58	259	204	172

**Data Trends:**

1. While there was an increase in the percentage of students at Level 4 from 2021-22 to 2022-23 (from 9.20% to 13.74%), there was a subsequent decrease in 2023-24 (11.36%).
2. There is a consistent upward trend in the percentage of students achieving Level 4 in oral language skills.
3. There is a slight but consistent decrease in the percentage of students achieving Level 4 in reading skills from 2021-22 to 2023-24. This trend warrants attention and may indicate a need for additional support in reading instruction and intervention programs.

# School and Student Performance Data

## Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
880	99.3%	21.4%	0.6%
Total Number of Students enrolled in Hosler Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	188	21.4%
Foster Youth	5	0.6%
Homeless	37	4.2%
Socioeconomically Disadvantaged	874	99.3%
Students with Disabilities	134	15.2%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	48	5.5%
American Indian	1	0.1%
Asian	0	0.0%
Filipino	0	0.0%
Hispanic	824	93.6%
Two or More Races	1	0.1%
Pacific Islander	1	0.1%
White	5	0.6%

### Conclusions based on this data:

- English Learners (ELs) make up a notable portion (21.4%) of the student body.

2. The student population is predominantly Hispanic (93.6%), with very small percentages of other racial/ethnic groups.
3. A significant majority (99.3%) of the student population at Hosler Middle School is classified as socioeconomically disadvantaged.

# School and Student Performance Data

## Overall Performance

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



### 2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Red	<b>Chronic Absenteeism</b>  Red	<b>Suspension Rate</b>  Yellow
<b>Mathematics</b>  Red		
<b>English Learner Progress</b>  Orange		

#### Conclusions based on this data:

1. The 2024 Fall Dashboard indicates that the overall academic performance for all students is low, with both English Language Arts and Mathematics performance categorized as "Red," the lowest performance level.
2. The performance level for English Learner Progress is categorized as "Orange," indicating a need for improvement in supporting English learners in acquiring English proficiency.

3. Chronic Absenteeism is categorized as "Red," suggesting a significant issue with student attendance and engagement.

# School and Student Performance Data

## Academic Performance English Language Arts

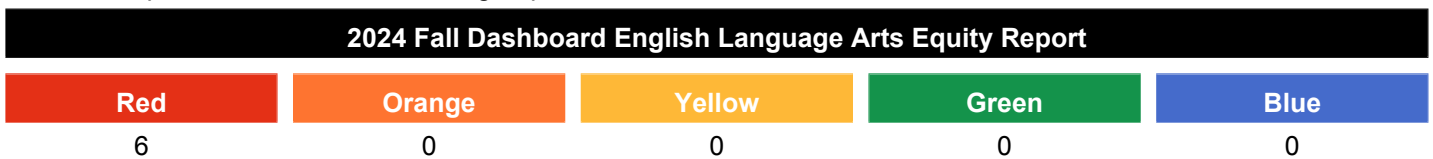
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Red</p> <p>78.9 points below standard</p> <p>Declined 9.1 points</p> <p>804 Students</p>	<p><b>English Learners</b></p> <p>Red</p> <p>137.8 points below standard</p> <p>Declined 9.8 points</p> <p>236 Students</p>	<p><b>Long-Term English Learners</b></p> <p>Red</p> <p>165.6 points below standard</p> <p>Declined 20.0 points</p> <p>135 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>8 Students</p>	<p><b>Homeless</b></p> <p>Red</p> <p>103.9 points below standard</p> <p>Declined 29.1 points</p> <p>33 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Red</p> <p>79.1 points below standard</p> <p>Declined 9.3 points</p> <p>801 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Red</p> <p>150.7 points below standard</p> <p>Declined 10.8 points</p> <p>128 Students</p>	<p><b>African American</b></p>  <p>Red</p> <p>108.3 points below standard</p> <p>Declined 20.7 points</p> <p>39 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>Hispanic</b></p>  <p>Red</p> <p>77.1 points below standard</p> <p>Declined 8.3 points</p> <p>759 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p><b>White</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>

**Conclusions based on this data:**

1. Hosler Middle School continues to be significantly below standard in ELA. The 2024 data shows All Students are 78.9 points below standard, a decline of 9.1 points from the previous year.
2. The significant achievement gaps for English Learners and Students with Disabilities also persist. English Learners are 137.8 points below standard, and Students with Disabilities are 150.7 points below standard. These data points demonstrate that these subgroups are still not making adequate progress and that the interventions implemented thus far have not been sufficiently effective in closing these gaps. The decline in performance for these subgroups (9.8 points for ELs and 10.8 for Students with Disabilities) is particularly alarming.
3. Based on the 2024 California School Dashboard, English Learners at Hosler Middle School, comprising approximately 22% of the student population, are performing significantly below standard in English Language Arts (ELA), with a deficit of 137.8 points. This substantial gap indicates that English Learners are not progressing academically at a rate comparable to their non-English Learner peers.

# School and Student Performance Data

## Academic Performance Mathematics

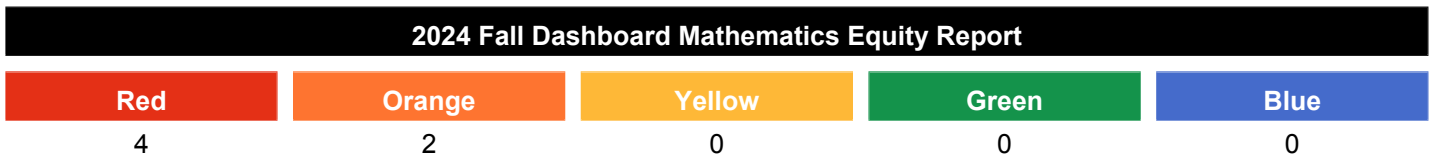
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”












This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Red</p> <p>123.0 points below standard</p> <p>Maintained 2.2 points</p> <p>812 Students</p>	<p><b>English Learners</b></p> <p>Orange</p> <p>168.0 points below standard</p> <p>Increased 16.0 points</p> <p>244 Students</p>	<p><b>Long-Term English Learners</b></p> <p>Orange</p> <p>191.3 points below standard</p> <p>Increased 6.3 points</p> <p>133 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>8 Students</p>	<p><b>Homeless</b></p> <p>Red</p> <p>153.6 points below standard</p> <p>Maintained 1.5 points</p> <p>34 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Red</p> <p>123.0 points below standard</p> <p>Maintained 1.8 points</p> <p>809 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Red</p> <p>181.7 points below standard</p> <p>Maintained 2.2 points</p> <p>129 Students</p>	<p><b>African American</b></p>  <p>Orange</p> <p>157.1 points below standard</p> <p>Increased 9.4 points</p> <p>39 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>Hispanic</b></p>  <p>Red</p> <p>121.5 points below standard</p> <p>Maintained 1.3 points</p> <p>767 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p><b>White</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>

**Conclusions based on this data:**

- Overall, most students at Hosler Middle School show a significant negative performance, scoring 123 points below standard. This indicates that, on average, students are not meeting grade-level expectations in mathematics. This highlights a need for comprehensive strategies to improve math instruction and student support across the board.
- Hosler's group of African American students are collectively performing 157.1 points below standard, but have improved by 9.4 points. Hosler Middle School has to continue to focus on making significant gains for these students via monitoring of student progress and communicating with parents throughout the school year.
- Approximately 16% of the Hosler Middle School population is identified as English Learners. This subgroup is currently performing at 198.8 points below standard, but increased by 7.6 points. Hosler Middle School will increase/provide professional development for teachers regarding best practices and strategies for English Learners. Implementation of English Learner Data Chats will assist in monitoring student progress throughout the school year and establish student goals to help meet reclassification criteria and have success in all core content classes.

# School and Student Performance Data



## Academic Performance English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2024 Fall Dashboard English Learner Progress Indicator	
<b>English Learner Progress</b>  Orange 41.6% making progress. Number Students: 161 Students	<b>Long-Term English Learner Progress</b>  Orange 44.3% making progress. Number Students: 131 Students

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e., levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2024 Fall Dashboard Student English Language Acquisition Results			
<b>Decreased One ELPI Level</b>	<b>Maintained ELPI Level 1, 2L, 2H, 3L, or 3H</b>	<b>Maintained ELPI Level 4</b>	<b>Progressed At Least One ELPI Level</b>
24.2%	32.9%	0%	41%

### Conclusions based on this data:

1. 41.9% of Hosler Middle School EL students progressed at least one ELPI Level.
2. 24.7% of Hosler Middle School EL decreased one ELPI Level.
3. 33.5 % of our students maintained an ELPI level of 1, 2L, 2H, 3L or 3H.



# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Red</p> <p>31% Chronically Absent</p> <p>Increased 6</p> <p>920 Students</p>	<p><b>English Learners</b></p> <p>Red</p> <p>29.4% Chronically Absent</p> <p>Increased 1.7</p> <p>204 Students</p>	<p><b>Long-Term English Learners</b></p> <p>Red</p> <p>30.9% Chronically Absent</p> <p>Increased 1.8</p> <p>152 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>8 Students</p>	<p><b>Homeless</b></p> <p>Red</p> <p>42.5% Chronically Absent</p> <p>Increased 15.8</p> <p>40 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Red</p> <p>30.9% Chronically Absent</p> <p>Increased 5.5</p> <p>906 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Red</p> <p>38.7% Chronically Absent</p> <p>Increased 5.1</p> <p>150 Students</p>	<p><b>African American</b></p>  <p>Red</p> <p>50% Chronically Absent</p> <p>Increased 19.5</p> <p>50 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>Hispanic</b></p>  <p>Red</p> <p>29.7% Chronically Absent</p> <p>Increased 5</p> <p>860 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p><b>White</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>5 Students</p>

**Conclusions based on this data:**

1. A significant percentage of students across various student groups are chronically absent (missing 10% or more of instructional days). Attendance will be monitored closely through Check-In Check-Out, in which students will meet with mentors upon arrival to school daily. The School Attendance Review Team meetings will be conducted with parents and students; accompanied by contracts. Student Success Team Meetings will be focused on plans to improve attendance. Parents will be contacted regularly, and home visits to check the environment and wellness.
2. For all student groups, there has been an increase in chronic absenteeism. Homeless, African American and Students with Disabilities are the subgroups that have the higher chronic attendance rate with 42.5%, 50% and 38.7% respectively. Weekly check-ins will be centered around attendance incentives.
3. 50% of African American were chronically absent, which increased 19.5% from the year before. We will continue to work with one of the Partnership groups, The Movement, to connect with our African students and assist with check-ins in addition of collaborating and communicating among school staff, families, and other community partners.

# School and Student Performance Data

## Academic Engagement Graduation Rate

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Red                      Orange                      Yellow                      Green                      Blue  
Lowest Performance                      Highest Performance

This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

### Conclusions based on this data:

1. N/A
2. N/A
3. N/A

# School and Student Performance Data

## Conditions & Climate Suspension Rate

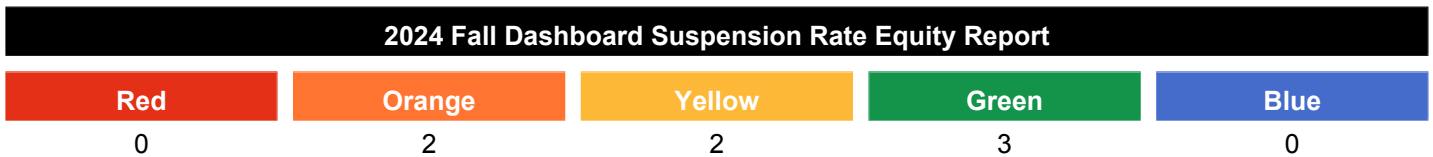
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This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Yellow</p> <p>3.2% suspended at least one day</p> <p>Maintained 0.1%</p> <p>934 Students</p>	<p><b>English Learners</b></p> <p>Green</p> <p>1.5% suspended at least one day</p> <p>Declined 0.6%</p> <p>206 Students</p>	<p><b>Long-Term English Learners</b></p> <p>Green</p> <p>2% suspended at least one day</p> <p>Maintained 0%</p> <p>152 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>9 Students</p>	<p><b>Homeless</b></p> <p>Yellow</p> <p>2.4% suspended at least one day</p> <p>Maintained 0.2%</p> <p>41 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Yellow</p> <p>3.2% suspended at least one day</p> <p>Maintained 0.1%</p> <p>916 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>4.6% suspended at least one day</p> <p>Increased 0.8%</p> <p>151 Students</p>	<p><b>African American</b></p>  <p>Green</p> <p>5.9% suspended at least one day</p> <p>Declined 5.2%</p> <p>51 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>Hispanic</b></p>  <p>Orange</p> <p>3% suspended at least one day</p> <p>Increased 0.3%</p> <p>873 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p><b>White</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>5 Students</p>

**Conclusions based on this data:**

1. The overall suspension rate for students was 3.2 %. This shows that PBIS Tier II supports are being effective and will continue with mentoring through our partnership groups, regular check-ins with the social-emotional lead, Health Collaborative, Mediations, and Incentives.
2. The suspension rate for English Learners was 1.5%. The suspension rate for the English Learners subgroup continues to be the lowest of all subgroups.
3. While our African American group has the highest suspension rate at 5.9%, it also has the highest improvement with a decline of 5.2%.



Equity, Access, and Instructional Services Department  
**2024-2025 School Site Council  
 Needs Assessment**

**2024 - 2025 CONCILIO CONSEJERO  
 EVALUACIÓN DE LAS NECESIDADES**

How is our school meeting the goals on our School Plan for Student Achievement (SPSA) ?  
*¿Cómo está logrando nuestra escuela las metas del programa del Plan  
 Escolar?*

**Data Sources/Fuentes de Datos**

CAASPP.org
CDE.gov
Dataquest.org

**Progress in Academic Areas - Math**  
**Progreso en las Áreas Académicas - Matemáticas**

<b>Achievement Progress (SBAC)</b> <b>Progreso del Rendimiento Académico (SBAC)</b>		<b>Important Issues to Address the School Plan for Student Achievement (SPSA)</b> <b>Temas Importantes que Discutir /Incluyendo el Plan Escolar del Rendimiento Estudiantil</b> <b>(Write in specific SPSA goal pertaining to Math; student-friendly language/Escribir meta específica referente a las matemáticas en el plan escolar )</b>
<b>Percentage of Students Meeting or Exceeding Standard/ Porcentaje de estudiantes alcanzando o excediendo estándar</b>  <b>Include Subgroups (e.g. English Learners, Students with Disabilities, African-American; Foster, Homeless)</b>  Overall 7th - 8th: 13.92% African American: 2.38% Hispanic/Latino: 14.04% SED: 13.88% English Learners: 2.29% SpEd: 0%	<b>Percentage of Students Not Meeting or Almost Meeting Standard/ Porcentaje de estudiantes casi o no alcanzando estándar</b>  <b>Include Subgroups (e.g. English Learners, Students with Disabilities, African-American; Foster, Homeless)</b>  Overall 7th - 8th: 86.07% African American: 97.62% Hispanic/Latino: 85.96% SED: 86.12% English Learners: 97.71% SpEd: 100%	The percent of students who will meet or exceed the standard in the Math SBAC in Spring 2023 is as follows: Overall 7th - 8th: 22.99% African American: 14.73% Hispanic/Latino: 23.64% SED: 22.74% English Learners: 10.73% SpEd: 11.17%  <ul style="list-style-type: none"> <li>Interventions/Reteach Opportunities: Provide students with extended learning opportunities that take place outside of the regular class time. Offer supplemental intervention for all students who are struggling academically in their mathematics classes. More focus on improving basic math skills. Specifically target students who have a D or below and/or score intensive or strategic on the math benchmark assessments.</li> <li>Tutoring: Provide more tutoring opportunities, before, during and/or after school. Collaborate with school/district/partners to ensure students receive the appropriate academic support needed.</li> </ul>

		<ul style="list-style-type: none"> <li>Materials: Provide supplemental services, programs, technology and materials that are essential for student learning. These should help students build math literacy, develop critical thinking skills and help students with the ability to synthesize information across all content areas. Provide incentives to increase online personalized math practice(MyPath).</li> </ul> <p>-Teacher Collaboration: Provide opportunities and support to teachers through dedicated collaboration time focused on: shared instructional focus, best practice development, differentiated instruction planning, strategic interventions for struggling learners, and making math more engaging and relatable.</p> <ul style="list-style-type: none"> <li>Other: Professional development opportunities will be provided for teachers to help them expand their knowledge and improve their craft. Provide explicit professional development that will equip teachers to better help students who have been affected by the major learning loss due to the pandemic.</li> </ul>
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**Progress in Academic Areas – ELA**  
**Progreso en las Áreas Académicas-Inglés**

<b>Achievement Progress (SBAC)</b> <b>Constancia del Progreso (SBAC)</b>		<b>Important Issues to Address in the SPSA</b> <b>Temas Importantes que Discutir //Incluyendo el Plan Escolar del Rendimiento Estudiantil</b> <b>(Write in specific SPSA goal pertaining to ELA; student-friendly language/Escribir meta específica referente al lenguaje en el plan escolar )</b>
<p><b>Percentage of Students Meeting or Exceeding Standard/ Porcentaje de estudiantes alcanzando o excediendo estándar</b></p> <p><b>Include Subgroups (e.g. English Learners, Students with Disabilities, African-American; Foster, Homeless)</b></p> <p>Overall 7th - 8th: 25.58%  African American: 18.61%  Hispanic/Latino: 25.95%  SED: 25.5%  English Learners: .62%  SpEd: 4.63%</p>	<p><b>Percentage of Students Not Meeting or Almost Meeting Standard/ Porcentaje de estudiantes casi o no alcanzando estándar</b></p> <p><b>Include Subgroups (e.g. English Learners, Students with Disabilities, African-American; Foster, Homeless)</b></p> <p>Overall 7th - 8th: 74.42%  African American: 81.39%  Hispanic/Latino: 74.05%  SED: 74.5%  English Learners: 99.38%  SpEd: 95.37%</p>	<p>The percent of students who will meet or exceed the standard in the ELA SBAC in Spring 2023 is as follows:  Overall 7th - 8th: 37.92%  African American: 26.5%  Hispanic/Latino: 38.48%  SED: 37.12%  English Learners: 12.12%  SpEd: 14.59%</p> <ul style="list-style-type: none"> <li>Interventions/Reteach Opportunities: Provide students with extended learning opportunities that take place outside of the regular class time. Offer supplemental intervention for all students who are struggling academically in their English classes. Specifically target students who have a D or below and/or score intensive or strategic on the English benchmark assessments.</li> <li>Tutoring: Provide more tutoring opportunities, before, during and/or after school. Collaborate with school/district partners to ensure students receive the appropriate academic support needed.</li> <li>Materials: Provide supplemental services, programs, technology and materials that are essential for student learning. These should help students build English literacy, develop critical thinking skills and help students with the ability</li> </ul>

		<p>to synthesize information across all content areas. Provide incentives to increase online personalized reading comprehension practice(MyPath).</p> <p>-Teacher Collaboration: provide teachers with collaborative time to: establish a shared instructional focus; develop and share best practices; plan for ongoing differentiated instruction, including increased writing opportunities and support; and design strategic interventions for students needing additional support to meet proficiency standards.</p> <ul style="list-style-type: none"> <li>• Other: Professional development opportunities will be provided for teachers to help them expand their knowledge and improve their craft. Provide explicit professional development that will equip teachers to better help students who have been affected by the major learning loss due to the pandemic.</li> </ul>
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**Achievement in English Language Proficiency**  
**Lograr un Nivel Competente en Inglés**

<b>Achievement Progress (ELPAC/Reclassification) Constancia del Progreso (ELPAC/Reclasificación)</b>	<b>Important Issues to Address in the SPSA Temas Importantes que Discutir /Incluyendo el Plan Escolar del Rendimiento Estudiantil (Write in specific goal(s)/ Escribir metas específicas)</b>
<p>ELPAC Results</p> <p>Level 1 - 30.68%</p> <p>Level 2 - 30.11%</p> <p>Level 3 - 27.84%</p> <p>Level 4 - 11.36%</p> <p>Total # 178</p> <p>Total Reclassified: 16</p>	<p>ELs Improvement in ELA (SBAC):</p> <ul style="list-style-type: none"> <li>• Students should be provided with tutoring before, during and afterschool</li> <li>• Parents, students and teachers should work as a team for the overall improvement of the student</li> <li>• Students should have more library activities to promote literacy</li> <li>• Students should have more book/reading clubs available to them</li> </ul> <p>-Students should have increased opportunities for writing (in various modalities)</p> <ul style="list-style-type: none"> <li>• Special Education students should have more programs available to them.</li> <li>• Fund two classroom assistant positions to work with English Learners to help them develop their skills on the four domains.</li> <li>• Work with the District to ensure funds are used appropriately for English Learners.</li> <li>• Provide more support, incentives or rewards for students to do better and students who reclassify</li> </ul> <p>Improvement in Language Acquisition (ELPAC):</p> <ul style="list-style-type: none"> <li>• Give Summit K12 diagnostic test earlier so students can see where they are at sooner</li> </ul> <p>-Provide incentives to promote more usage of their Personal Learning Plan on Summit K12( ELPAC practice)</p> <ul style="list-style-type: none"> <li>• Continue and expand the Data Chats for students so they know the process of reclassification</li> <li>• Provide training to teachers, students and parents about ELPAC, resources and the reclassification process.</li> <li>• Provide certificates/medals or another incentive to motivate students</li> </ul>

	<ul style="list-style-type: none"> <li>Organize an assembly to recognize students who have reclassified</li> </ul> <p>Improvement in Reclassification Rate:</p> <ul style="list-style-type: none"> <li>Give Summit K12 diagnostic test earlier so students can see where they are at sooner</li> </ul> <p>-Provide incentives to promote more usage of their Personal Learning Plan on Summit K12( ELPAC practice)</p> <ul style="list-style-type: none"> <li>Continue and expand the Data Chats for students so they know the process of reclassification</li> <li>Provide training to teachers, students and parents about ELPAC, resources and the reclassification process.</li> <li>Provide certificates/medals or another incentive to motivate students</li> <li>Organize an assembly to recognize students who have reclassified</li> </ul> <p>Site-based issue: Improvement in Parent Participation:</p> <ul style="list-style-type: none"> <li>Fund one counselor to work specifically with English Learners to help them socially and emotionally, to monitor how they are doing academically to be able to provide more specific assistance, and to be in constant communication with parents of ELs</li> <li>Talk to parents of English Learners on the phone to explain the reclassification process and provide necessary support (parent volunteers will make phone calls)</li> <li>Parent Data Chats</li> <li>Parent Training on Reclassification and Seal of Biliteracy</li> </ul>
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**School Programs**  
**Programas de la Escuela**

<b>Meeting District Program Goals</b> <b>Cumplimiento de las Metas del Programa del Distrito</b> <b>(Specific Examples of Programs Funded Through Categorical Funds)</b>	<b>Important Issues to Address in the SPSA</b> <b>Temas Importantes que Discutir /Incluyendo el Plan Escolar del Rendimiento Estudiantil</b>
<ul style="list-style-type: none"> <li>After School Intervention for Core Subjects</li> <li>Data Chats/Intervention for English Learners</li> </ul> <p>-ELA and Math SBAC Data Chats</p> <ul style="list-style-type: none"> <li>Student Recognition Social events &amp; Awards</li> <li>PBIS recognition (PBIS Cards)</li> </ul> <p>-Summit K12</p> <ul style="list-style-type: none"> <li>SEL Support Services</li> </ul>	<p>-Continue to offer these services and expand on them.</p> <p>-Make sure the services are working and that students and parents are well informed of these services/resources.</p> <p>-Social Emotional Learning Lead will continue to strengthen our PBIS program.</p> <p>-Social Emotional Learning Lead will work with targeted students to help them improve academically and emotionally</p>

<b>College Readiness/ preparación para la universidad</b> <b>(Qualitative Measure/Medidas cualitativas)</b>	<b>Important Issues to Address in the SPSA</b> <b>Temas Importantes que Discutir /Incluyendo el Plan Escolar del Rendimiento Estudiantil</b>
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N/A	N/A
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**Also, How is Our School Meeting Your Needs as Parents?**

***¿También, Como Esta Nuestro Distrito Cumpliendo con sus Necesidades como Padres?***

<b>Evidence of Progress</b> <b><i>Constancia del Progreso</i></b> <b>(Qualitative Measure/<i>Medidas cualitativas</i>)</b>	<b>Important Issues to Address</b> <b><i>Temas Importantes que Discutir</i></b>
<ul style="list-style-type: none"> <li>• Coffee with the Principal</li> <li>• Parent/Family Surveys</li> <li>• Monthly Parent Council/Committee Meetings</li> <li>• Annual Parent Conferences</li> <li>• Parent Portal/Aeries Communication</li> <li>• Back to School Night/Open House</li> <li>• Student Recognition Social/Award</li> <li>• Technology Support</li> <li>• Workshops for parents</li> <li>• National Parent Involvement Day</li> <li>-Volunteer Opportunites</li> </ul>	<ul style="list-style-type: none"> <li>• We will continue to offer these services and expand on them.</li> <li>• We will ensure the services are working and that parents/stakeholders are well informed of the services/resources offered throughout the year.</li> <li>• We will find additional ways to communicate with parents about resources available to their students</li> <li>• Make Parent Center more accessible for parents to use technology and resources</li> </ul>

# Annual Review and Update

## SPSA Year Reviewed: 2024-25

### Goal 1

SCHOOL GOAL 1: 37% of Hosler students will meet or exceed the standards-based target in the area of English Language Arts on the SBAC assessment.

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
2023 Smarter Balanced Assessment English Language Arts	35% School-wide: Will meet or exceed the standards based target in the area of English Language Arts on the SBAC assessment.	25.58% of students overall met or exceeded the standards based target in the area of English Language Arts on the SBAC assessment.
2023 Smarter Balanced Assessment English Language Arts	26.5% Black or African American: Will meet or exceed the standards based target in the area of English Language Arts on the SBAC assessment.	18.61% of Black or African American students met or exceeded the standards based target in the area of English Language Arts on the SBAC assessment.
2023 Smarter Balanced Assessment English Language Arts	38.48% Hispanic or Latino: Will meet or exceed the standards based target in the area of English Language Arts on the SBAC assessment.	25.95% of Hispanic or Latino students met or exceeded the standards based target in the area of English Language Arts on the SBAC assessment.
2023 Smarter Balanced Assessment English Language Arts	37.12% Socioeconomically Disadvantaged: Will meet or exceed the standards based target in the area of English Language Arts on the SBAC assessment.	25.5% of Socioeconomically Disadvantaged students met or exceeded the standards based target in the area of English Language Arts on the SBAC assessment.
2023 Smarter Balanced Assessment English Language Arts	10% English Learners: Will meet or exceed the standards based target in the area of English Language Arts on the SBAC assessment.	.62% of English Learner students met or exceeded the standards based target in the area of English Language Arts on the SBAC assessment.
2023 Smarter Balanced Assessment English Language Arts	12% Students with Disabilities: Will meet or exceed the standards based target in the area of English Language Arts on the SBAC assessment.	4.63% of Students with Disabilities met or exceeded the standards based target in the area of English Language Arts on the SBAC assessment.

### Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Interventions/Reteach Opportunities: Offer supplemental academic intervention for all students who are	Partially implemented	Substitutes 1000-1999: Certificated Personnel Salaries Title I 3,000	Substitutes Title I 1,080

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>struggling academically in their ELA classes. Specifically target students who have a D or below and/or score intensive or strategic on the ELA benchmark assessments.</p>			
<p>Professional Development: Provide teachers and staff with professional development opportunities that address effective academic and social-emotional interventions. The professional development should trains teachers, support staff, and administrators to develop academic/social emotional intervention plans to help underperforming students to reach their full potential.</p>	<p>Partially implemented</p>	<p>Extra Duty, Substitutes, Registration Fees, Transportation, Conferences, Workshops. 1000-1999: Certificated Personnel Salaries Title I 5,000</p>	<p>Extra Duty, Substitutes, Registration Fees, Transportation, Conferences, Workshops. 1000-1999: Certificated Personnel Salaries 5,000</p>
<p>Supplemental Resources:</p> <ul style="list-style-type: none"> <li>• Provide students with supplemental services, programs and materials that are essential for improving student learning and to help students build ELA literacy.</li> <li>• Hire additional Instructional Assistants to support intervention programs and work with students in small groups during the school day</li> </ul>	<p>Partially implemented</p>	<p>Purchase technology, subscriptions, computer applications (apps), programs, and other supplemental materials/resources. 4000-4999: Books And Supplies Title I 11,920</p>	<p>Purchase technology, subscriptions, computer applications (apps), programs, and other supplemental materials/resources. 4000-4999: Books And Supplies 11,920</p>
		<p>Instructional Assistant to provide support via small groups in meeting ELA standards 2000-2999: Classified Personnel Salaries Title I 22,500</p>	<p>Instructional Assistant to provide support via small groups in meeting ELA standards 2000-2999: Classified Personnel Salaries 0</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
and/or after school. <ul style="list-style-type: none"> <li>Provide teachers and students with appropriate technology tools and programs to support intervention programs.</li> </ul>			
Teacher Collaboration: Provide opportunities for teachers to collaborate and establish instructional focus, develop best practices, plan for ongoing differentiated instruction, as well as establish strategic and intensive interventions for students who need extra time to meet proficiency standards.	Partially implemented	Teacher Collaboration; Extra Duty; Summer School Task Force 2000-2999: Classified Personnel Salaries Title I 5,000	Teacher Collaboration; Extra Duty; Summer School Task Force 0
		Summer School Task Force; Extra Duty; Teacher Collaboration 1000-1999: Certificated Personnel Salaries Title I 5,000	Summer School Task Force; Extra Duty; Teacher Collaboration 1000-1999: Certificated Personnel Salaries 0

## Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

See data analysis and evaluation.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Hosler Middle School faces significant challenges in academic achievement, particularly in English Language Arts (ELA), as evidenced by the California School Dashboard's "Red" ratings. These challenges are compounded by a high percentage of socioeconomically disadvantaged students and a diverse student body, including a substantial population of English Learners (ELs). In ELA, student performance is significantly below state standards across all student groups, with notable declines observed. Despite these challenges, Hosler Middle School is committed to improvement, focusing on data-driven decision-making, targeted interventions, and a holistic approach to student support. The school is actively seeking to address the identified needs and enhance student outcomes.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Proposed expenditures were more than actual expenditures because the district paid for teachers who taught intervention classes.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The goal remains the same, but the strategies and activities were revised based on the effectiveness analysis and Needs Assessment.



# Annual Review and Update

SPSA Year Reviewed: 2024-25

## Goal 2

SCHOOL GOAL 2: 22.99% of Hosler students will meet or exceed the standards based target in the area of Mathematics on the SBAC assessment.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
2023 Smarter Balanced Assessment Mathematics	22.99% School-wide: Will meet or exceed the standards based target in the area of Mathematics on the SBAC assessment.	13.92% of students overall, met or exceeded the standards based target in the area of Mathematics on the SBAC assessment.
2023 Smarter Balanced Assessment Mathematics	14.73% Black or African American: Will meet or exceed the standards based target in the area of Mathematics on the SBAC assessment.	2.38% of African American students met or exceeded the standards based target in the area of Mathematics on the SBAC assessment.
2023 Smarter Balanced Assessment Mathematics	23.64% Hispanic or Latino: Will meet or exceed the standards based target in the area of Mathematics on the SBAC assessment.	14.04 % of Hispanic or Latino students met or exceeded the standards based target in the area of Mathematics on the SBAC assessment.
2023 Smarter Balanced Assessment Mathematics	22.74% Socioeconomically Disadvantaged: Will meet or exceed the standards based target in the area of Mathematics on the SBAC assessment.	13.88% Socioeconomically Disadvantaged students met or exceeded the standards based target in the area of Mathematics on the SBAC assessment.
2023 Smarter Balanced Assessment Mathematics	10.73% English Learners: Will meet or exceed the standards based target in the area of Mathematics on the SBAC assessment.	2.29% of English Learner students met or exceeded the standards based target in the area of Mathematics on the SBAC assessment.
2023 Smarter Balanced Assessment Mathematics	11.17% Students with Disabilities: Will meet or exceed the standards based target in the area of Mathematics on the SBAC assessment.	0% of Students with Disabilities met or exceeded the standards based target in the area of Mathematics on the SBAC assessment.

## Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Interventions/Reteach Opportunities: Offer supplemental academic intervention for all students who are	Partially implemented	Substitutes 1000-1999: Certificated Personnel Salaries Title I 3,000	Substitutes Title I 2,300

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
struggling academically in their mathematics classes. Specifically target students who have a D or below and/or score intensive or strategic on the math benchmark assessments.			
Professional Development: Provide teachers and staff with professional development opportunities that address effective academic and social-emotional interventions. The professional development should train teachers, support staff, and administrators to develop academic/social emotional intervention plans to help underperforming students to reach their full potential.	Partially Implemented	Extra Duty, Substitutes, Registration Fees, Transportation, Conferences, Workshops. 1000-1999: Certificated Personnel Salaries Title I 5,000	Extra Duty, Substitutes, Registration Fees, Transportation, Conferences, Workshops. 1000-1999: Certificated Personnel Salaries 0
Supplemental Resources: <ul style="list-style-type: none"> <li>Provide students with supplemental services, programs and materials that are essential for improving student learning and to help students build Math literacy.</li> <li>Hire additional Instructional Assistants to support intervention programs and work with students in small groups during the school day</li> </ul>	Partially implemented	Technology, subscriptions, computer applications (apps), supplemental materials 4000-4999: Books And Supplies Title I 11,920	Technology, subscriptions, computer applications (apps), supplemental materials 11920
		Instructional Assistant to provide support via small groups in meeting Math standards 2000-2999: Classified Personnel Salaries Title I 22,500	Instructional Assistant to provide support via small groups in meeting Math standards 2000-2999: Classified Personnel Salaries 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
and/or after school. <ul style="list-style-type: none"> <li>Provide teachers and students appropriate and necessary technology tools and programs to support intervention programs.</li> </ul>			
Teacher Collaboration: Provide opportunities for teachers to collaborate and establish instructional focus, develop best practices, plan for ongoing differentiated instruction, as well as establish strategic and intensive interventions for students who need extra time to meet proficiency standards.	Partially implemented	Teacher Collaboration; Extra Duty; Summer School Task Force 1000-1999: Certificated Personnel Salaries Title I 5,000	Teacher Collaboration; Extra Duty; Summer School Task Force 0
		Summer School Task Force; Extra Duty 1000-1999: Certificated Personnel Salaries Title I 5,000	Summer School Task Force; Extra Duty 0

## Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

See data analysis and evaluation.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Hosler Middle School faces significant challenges in academic achievement, particularly in Mathematics, as evidenced by the California School Dashboard's "Red" ratings. These challenges are compounded by a high percentage of socioeconomically disadvantaged students and a diverse student body, including a substantial population of English Learners (ELs). Math continues to show a concerning percentage of students performing below standard, requiring focused intervention and engagement strategies. Hosler Middle School is committed to improvement, focusing on data-driven decision-making and targeted interventions.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Proposed expenditures were more than actual expenditures because the district paid for teachers who taught intervention classes.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The goal remains the same, but the strategies and activities were revised based on the effectiveness analysis and the Needs Assessment.

# Annual Review and Update

SPSA Year Reviewed: 2024-25

## Goal 3

SCHOOL GOAL 3: English Language Learner students will exhibit an increase in score on the ELPAC test as well as on SBAC assessments

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
2023 - Smarter Balanced Assessment English Language Arts	11.2% - Will meet or exceed the standards based target in the area of English Language Arts on the SBAC assessment.	.62% of English Learners met or exceeded the standards based target in the area of English Language Arts on the SBAC assessment.
2023 - Smarter Balanced Assessment Mathematics	10.0% - Will meet or exceed the standards based target in the area of Mathematics on the SBAC assessment.	2.29% of English Learners met or exceeded the standards based target in the area of Mathematics on the SBAC assessment.
2023 Summative ELPAC	22.40% - Will score a performance Level 4 on the ELPAC	11.36% of English Learners scored a performance Level 4 on the ELPAC.
Reclassification	21.7 % of English Learner students will reclassify	9% of English Learner students reclassified.

## Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Interventions/Reteach Opportunities: Provide students with extended learning opportunities that take place outside of the regular class time. Offer supplemental academic intervention for all English Learner students who are struggling academically in their classes. Specifically target students who have a D or below and/or score intensive or strategic on the ELA/Math benchmark assessments.	Partially implemented. Interventions were offered, but not all students with D's or F's participated in intervention services.	Supplies and materials for academic and behavioral goals 4000-4999: Books And Supplies Title III 3,000	Supplies and materials for academic and behavioral goals Title III 3000
		Funds will be allocated to pay for extra duty hours for teachers to host academic intervention, data chats, parent workshops 1000-1999: Certificated Personnel Salaries Title III 5,245	Funds will be allocated to pay for extra duty hours for teachers to host academic intervention, data chats, parent workshops Title III 1637
		Bilingual and Instructional Aides to provide one-to-one support in small groups to assist the most at-risk students in meeting the	Bilingual and Instructional Aides to provide one-to-one support in small groups to assist the most at-risk students in meeting the

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		challenging mathematics standards. 2000-2999: Classified Personnel Salaries Title I 10,160	challenging mathematics standards. 0
<p>Professional Development: Provide teachers and staff with professional development opportunities that address effective academic and social-emotional interventions. The professional development should train teachers, support staff, and administrators to develop academic/social emotional intervention plans to help underperforming students to reach their full potential.</p>	<p>Partially implemented. Administration and some teachers and staff were trained. Hosler will continue to train more teachers and staff until 100% of teachers and staff have been trained.</p>	<p>Extra Duty, Substitutes, Registration Fees, Transportation, Conferences, Workshops. 1000-1999: Certificated Personnel Salaries Title I 4,000</p>	<p>Extra Duty, Substitutes, Registration Fees, Transportation, Conferences, Workshops. Title I 4000</p>
<p>Supplemental Resources:</p> <ul style="list-style-type: none"> <li>• Provide students with supplemental services, programs and materials that are essential for improving student learning and to help students build Math literacy.</li> <li>• Hire additional Instructional Assistants to support intervention programs and work with students in small groups during the school day and/or after school.</li> <li>• Provide teachers and students</li> </ul>	<p>Partially implemented.</p>	<p>Supplemental Program/materials 4000-4999: Books And Supplies Title I 3,250</p> <p>Bilingual Instructional Aides to provide one-to-one support in small groups to assist the most at-risk students in meeting the challenging mathematics standards. 2000-2999: Classified Personnel Salaries Title I 25,000</p>	<p>Supplemental Program/materials 4000-4999: Books And Supplies Title I 3250</p> <p>Bilingual Instructional Aides to provide one-to-one support in small groups to assist the most at-risk students in meeting the challenging mathematics standards. 0</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
appropriate and necessary technology tools and programs to support intervention programs.			
Teacher Collaboration: Provide opportunities for teachers to collaborate and establish instructional focus, develop best practices, plan for ongoing differentiated instruction, as well as establish strategic and intensive interventions for students who need extra time to meet proficiency standards.	Fully Implemented.	Funds will be allocated to pay for extra duty hours for certificated staff. 1000-1999: Certificated Personnel Salaries Title III 4,500	Funds will be allocated to pay for extra duty hours for certificated staff. 1000-1999: Certificated Personnel Salaries Title III 1156

## Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Hosler Middle School supported struggling ELA students with targeted interventions, supplemental materials, collaborative teacher training on evidence-based strategies

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The goal remains the same (increase in ELPAC scores and SBAC assessments),but the strategies and activities were revised based on the effectiveness analysis and Needs Assessment.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Proposed expenditures were more than actual expenditures because the bilingual instructional aide was hired late in the yearthe district paid for teachers who taught intervention classes, so the money paid was less.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The goal remains the same (increase in ELPAC scores and SBAC assessments), but the strategies and activities were revised based on the effectiveness analysis, Needs Assessment and ELAC Advise and Input Form.

# Annual Review and Update

SPSA Year Reviewed: 2024-25

## Goal 4

SCHOOL GOAL 4: Parent Participation at school and district event will increase annually

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
School events: Sign-in Sheets	Increase in parent participation by 10% as evidenced by parent sign in sheets.	Parent Participation increased by almost 9%.

## Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Professional Development: Building Capacity Parents, guardians and families will be provided with the opportunity to attend educational conferences/workshops hosted by Hosler Middle School as well as local, state and nationally recognized organizations/agencies that will discuss and present a wide range of evidence-based literacy strategies and provide parents with tools to better help their child succeed at school.	Partially implemented	Funds will be used to pay for Registration fees related to those educational conferences. 5800: Professional/Consulting Services And Operating Expenditures Title I 5,000	Funds will be used to pay for Registration fees related to those educational conferences. 5800: Professional/Consulting Services And Operating Expenditures 0
Direct Involvement: Provide parents and families the opportunities to be engaged in school functions, meetings, workshops and conferences. Hosler will also encourage parent/families to serve	Partially implemented. Opportunities were provided but child care was not used.	Funds will be allocated to pay for extra duty hours for Campus Monitors/Staff to provide child care. 2000-2999: Classified Personnel Salaries Title I 1,000	Funds will be allocated to pay for extra duty hours for Campus Monitors/Staff to provide child care. 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
on their school committees.			
Effective Communication: Hosler Middle School will use various methods of communication to continuously inform and update parents regarding school activities, meetings, events and any other matter relating to their child.	Partially implemented	Funds will be allocated to pay for extra duty hours for Campus Monitors/Staff to provide child care. 2000-2999: Classified Personnel Salaries Title I 2,000	Funds will be allocated to pay for extra duty hours for Campus Monitors/Staff to provide child care. Title I 0
In order for Hosler to develop and approve the an effective School Plan for Student Achievement, we'll continue to work and engage our teachers/staff and encourage them to serve on the School Site Council (SSC).	Fully Implemented.	Materials/supplies 4000-4999: Books And Supplies Title I 2,500	Materials/supplies 4000-4999: Books And Supplies Title I 2500
		Coverage for SSC-Substitutes 1000-1999: Certificated Personnel Salaries Title I 3,000	Coverage for SSC-Substitutes 3,000

## Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

See data and analysis.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The goal remains the same ,but the strategies and activities were revised based on the effectiveness analysis and Needs Assessment.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Proposed expenditures were more than actual expenditures due to the workshops that were provided, which were free or covered by Community Schools.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

he goal remains the same (increase in ELPAC scores and SBAC assessments), but the strategies and activities were revised based on the effectiveness analysis, Needs Assessment and ELAC Advise and Input Form.

# Annual Review and Update

SPSA Year Reviewed: 2024-25

## Goal 5

SCHOOL GOAL 5: Hosler Middle School will work to create a positive school culture by recognizing students' academic, social achievements based on school wide expectations, providing enrichment opportunities for students and providing students with social emotional support.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Data from Aeries.	Student suspensions will be reduced to less than 8.9 %.	Suspension rate was maintained at 3.2%.
Assemblies/Workshops/Summits	Students will be able to participate in several 1 motivational assembly, two teen summits/workshops to build leadership, communication, and teamwork skill to foster a positive school culture	Students participated in various assemblies, workshops, and guest speaker events throughout the year.

## Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Supplemental Programs and Services: <ul style="list-style-type: none"> <li>Hosler Middle School will continue to implement a Multi Tiered System of supports program to encourage positive behavior from students</li> <li>Offer supplemental intervention for all students who are struggling social emotionally and are in need of additional enrichment activities and</li> </ul>	Partially Implemented	Multi-Tiered System of Supports Curriculum, Workshops, Enrichment Activities 4000-4999: Books And Supplies Title I 2,000	Multi-Tiered System of Supports Curriculum, Workshops, Enrichment Activities 4000-4999: Books And Supplies Title I 2000
		Motivational Speakers 5800: Professional/Consulting Services And Operating Expenditures Title I 2,000	Motivational Speakers 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
motivational curriculum <ul style="list-style-type: none"> <li>• Host events and activities that will encourage and create a positive school culture</li> <li>• Organize field trips to expose students to enriching experiences in a variety of stimulating environments</li> </ul>			
<b>Professional Development:</b> Provide teachers and staff with professional development opportunities that address effective academic and social-emotional interventions. The professional development should train teachers, support staff, and administrators to develop academic/social emotional intervention plans to help underperforming students to reach their full potential.	Partially Implemented	Professional development opportunities in Social Emotional Learning 5800: Professional/Consulting Services And Operating Expenditures Title I 3,000	Professional development opportunities in Social Emotional Learning 5800: Professional/Consulting Services And Operating Expenditures Title I 0
<b>Supplemental Programs/Resources:</b> <ul style="list-style-type: none"> <li>• Provide students with supplemental services, programs and materials that are essential for improving student learning and school culture.</li> <li>• Provide certificated and</li> </ul>	Partially Implemented	Supplemental services and programs through research-based strategies/tools for Social Emotional Learning 4000-4999: Books And Supplies Title I 2,500	Supplemental services and programs through research-based strategies/tools for Social Emotional Learning 4000-4999: Books And Supplies 2500

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
classified staff and students appropriate and necessary technology tools and programs to support intervention programs.			
<p>Teacher Collaboration: Provide opportunities for teachers to plan, collaborate and address the needs of students struggling with behavior/interactions, Vertical/Horizontal Grade-Level discussions, lesson development, and Social Emotional Learning. In addition, establish instructional focus, develop best practices, plan for ongoing differentiated instruction, as well as establish strategic and intensive interventions for students who need extra time to meet proficiency standards.</p>	Partially Implemented	<p>Teacher collaboration; Extra Duty 1000-1999: Certificated Personnel Salaries Title I 3,263</p> <p>Summer School Task Force; Extra Duty 2000-2999: Classified Personnel Salaries Title I 1,000</p>	<p>Teacher collaboration; Extra Duty 1000-1999: Certificated Personnel Salaries Title I 1,056</p> <p>Summer School Task Force; Extra Duty 0</p>
Hire Instructional Lead (SEL): The SEL Specialist identifies emotional and social skills needs, encourages positive behavior through Social Emotional Skills training, creates and maintains effective learning environments/interventions for students, supports families and district staff.	Fully Implemented	The person filling this position will assist the administrative and student support team with the implementation of behavior interventions by providing individual and/or group sessions, support the PBIS Coach, and other duties assigned by the administrative staff. 1000-1999: Certificated Personnel Salaries Title I 125,458	The person filling this position will assist the administrative and student support team with the implementation of behavior interventions by providing individual and/or group sessions, support the PBIS Coach, and other duties assigned by the administrative staff. 125,458

## Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

See Data Analysis & Evaluation

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

See Data Analysis & Evaluation

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Proposed expenditures were more than actual expenditures due to some services being covered by the district or services being in-house at no extra cost.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will continue to collaborate with the SEL lead and continue reviewing and re-envisioning our goal and strategies/activities to best serve our students wherever we sit fit. These changes can be found in the Planned Improvement Goal # 5.

## School Plan for Student Achievement: Data Analysis and Evaluation

### Overall Data Findings Based on Assessment Results (Narrative)

Hosler Middle School faces significant challenges in academic achievement, particularly in English Language Arts (ELA) and Mathematics, as evidenced by the California School Dashboard's "Red" ratings. These challenges are compounded by a high percentage of socioeconomically disadvantaged students and a diverse student body, including a substantial population of English Learners (ELs).

In ELA, student performance is significantly below state standards across all student groups, with notable declines observed. Mathematics also shows a concerning percentage of students performing below standard, requiring focused intervention and engagement strategies.

While EL progress is rated "Orange," indicating some progress, a considerable portion of EL students are still in the beginning stages of English language development. The school is actively implementing ELD programs, but further support is needed to accelerate language acquisition and academic achievement.

Chronic absenteeism is a significant issue, impacting overall student performance. The school is also working to increase parent engagement and provide a supportive school climate to help bridge the gaps in and improve student learning.

Despite these challenges, Hosler Middle School is committed to improvement, focusing on data-driven decision-making, targeted interventions, and a holistic approach to student support. Hosler Middle School continues to actively seek effective ways to address the identified needs and enhance student outcomes.

### Assessment Results:

#### **Identify ELA areas of strength:**

Over 25% of students reached proficiency with the percentage of students scoring "At or Near Standard" in Reading remaining stable, with 47.34% of 8th graders meeting this level in 2023-24, indicating consistent comprehension skills?. In addition, the percentage of students scoring "At or Near Standard" in Research & Inquiry increased to 61.89% (2023-24) for 8th graders, suggesting growth in analytical and investigative skills?.

#### **Identify ELA areas of need:**

Based on the data and feedback, we should focus on:  
Increasing reading comprehension practices.  
Providing more writing opportunities and support.  
Offering additional tutoring and intervention for struggling students.  
Exploring a "back to basics" approach to solidify foundational skills.

#### **Identify ELD areas of strength:**

11.36% of students were designated as proficient with 67.01% of 7th graders and 47.37% of 8th graders scoring "Well Developed" in the Speaking domain (2023-24) which demonstrates strong verbal communication skills. The percentage of students scoring "Well Developed" in Oral Language increased from 18.52% to 36.36% in 7th grade, reflecting strong growth in fluency. In addition, the percentage of students at Level 3 or 4 in Overall Language has remained steady, meaning many EL students continue progressing toward fluency.

**Identify ELD areas of need:**

Based on the data and feedback, we should focus on:  
Continuing proven assessment practices to identify specific areas and monitor progress.  
Teaching explicit vocabulary and providing opportunities for oral language practice.  
Maintaining continuous reading comprehension practices.  
Offering additional support for students who are not reclassifying.

**Identify Math areas of strength:**

While only 13.92% of students reached proficiency, English Learners (ELs) improved by 16 points in Math and African American students increased by 9.4 points in Math, indicating progress within these subgroups. While overall Math performance remains below standard, the school maintained scores across most subgroups, suggesting stability amid challenges.

**Identify Math areas of need:**

Based on the data and feedback, we should focus on:  
Improving basic math skills.  
Implementing intervention programs, tutoring, and online practice.  
Working to make math more engaging and relatable for students.  
Ensuring assessments align with teaching content.

School: Hosler Middle School

**2024-2025 Activities/interventions**

2024-2025 ACTIVITIES/INTERVENTIONS	CONTENT AREA	EVALUATION DATA SOURCE	EVALUATION DATA PRE	EVALUATION DATA POST	Implementation Status and Comments Fully, Partially or Not Implemented
SummitK12 ELD program and ELPAC prep	English Language Development	Grades, ELA Benchamrks, SUMMIT K12 assessments, SBAC and ELPAC scores	Grades, ELA Benchamrks, SUMMIT K12 assessments, SBAC and ELPAC scores	Grades, ELA Benchamrks, SUMMIT K12 assessments, SBAC and ELPAC scores	Partially Implemented
Saturday School Attendance Recovery	Core subjects	Core Subject Tutoring and Assignment Completion Aeries Attendance	Core Subject Tutoring and Assignment Completion Aeries Attendance	Core Subject Tutoring and Assignment Completion Aeries Attendance	Fully Implemented
Academic Intervention	Core subjects	Grades, AIMS Tool	Grades, AIMS Tool	Grades, AIMS Tool	Fully Implemented
Check In- Check Out	All subject Socio-Emotional	Grades Attendance Discipline Referrals Lion Patrol	Grades Attendance Discipline Referrals Lion Patrol	Grades Attendance Discipline Referrals Lion Patrol	Fully Implemented
Teacher Collaboration	ELA Math	ELA and Math Coaches	ELA and Math Coaches	ELA and Math Coaches	Fully Implemented
Parent and Family Engagement	Parent and Family	School event sign-in sheets	School event sign-in sheets	School event sign-in sheets	Partially Implemented
Summer Bridge	Core Subjects	Grades, MyPath Assessments, SBAC scores	Grades, MyPath Assessments, SBAC scores	Grades, MyPath Assessments, SBAC scores	Fully Implemented
Social Emotional Learning Support	Socio Emotional	Discipline Referrals Lion Patrol Student Referral	Discipline Referrals Lion Patrol Student Referral	Discipline Referrals Lion Patrol Student Referral	Fully Implemented
EL and SBAC Data Chats	ELA Math ELD	SBAC and Summit K12 scores	SBAC and Summit K12 scores	SBAC and Summit K12 scores	Partially implemented

**2025-2026 Next Steps (narrative)**

As a result of the school's data analysis, describe the school's action plan and next steps for 2025-2025:

**What 2024-2025 actions/interventions worked?**

The actions/interventions that were implemented last year have provided a benefit to those who participated. To have a bigger impact, we need a larger number of students to participate in interventions and use the programs available to them, such as Summit K12 and MyPath.

**What 2024-2025 actions/interventions will you keep for 2025-2026?**

After acquiring stakeholder feedback and analyzing the data, we will offer and implement the aforementioned actions/interventions. As the academic year progresses, we will to review, modify, and refine those activities/intervention in order to have a larger and more effective impact on our student population.

**What 2024-2025 actions/interventions need to be modified to ensure more accelerated achievement in 2025-2026?**

We will conduct our annual review of academic activities and interventions, using data to identify areas for refinement and ensure we are consistently driving positive academic outcomes for all students.

**What 2024-2025 actions/interventions need to be eliminated in 2025-2026 due to limited or no academic increase in achievement?**

N/A

**What new interventions will you implement in 2025-2026 as a result?**

The Social Emotional Learning Lead will continue working with students to address social emotional needs on a more individualized level and will continue to work with teachers and staff to ensure they are trained in Socio-Emotional Well Being and implementing Socio Emotional Lessons. We will also expand the SBAC Data chats to more students to help studetns be aware and proactive of their learning.

# Goals, Strategies, & Proposed Expenditures

## Goal 1

### Subject

English Language Arts

### Goal Statement

SCHOOL GOAL 1: 35% of Hosler students will meet or exceed the standards-based target in the area of English Language Arts on the SBAC assessment.

### Basis for this Goal

Majority of Hosler students, including but not limited to socioeconomically disadvantaged, English Learners, Students with Special Needs, and African American students fell within the intensive and strategic band of the SBAC results. The ELPAC results, student grades, Benchmark Unit Assessments in ELA results were also used for the basis of this goal. The following tools will be used to evaluate the progress of this goal: Grade Level/ Department Meeting Agenda & Minutes, Teacher Common Agreements, Data Reflection Sessions, ELPAC, SBAC, MyPath and Common Assessment data, teacher-created Pre and Post assessments, and lesson plans.

### Expected Annual Measurable Outcomes

Metric/Indicator	2023-2024 SBAC Data	Expected Outcome
2024 Smarter Balanced Assessment English Language Arts	25.58% met or exceeded the standards based target in the area of English Language Arts on the SBAC assessment.	35% School-wide: Will meet or exceed the standards based target in the area of English Language Arts on the SBAC assessment.
2024 Smarter Balanced Assessment English Language Arts	18.61% Black or African American: Met or exceeded the standards based target in the area of English Language Arts on the SBAC assessment.	26.5% Black or African American: Will meet or exceed the standards based target in the area of English Language Arts on the SBAC assessment.
2024 Smarter Balanced Assessment English Language Arts	25.95% Hispanic or Latino: Met or exceeded the standards based target in the area of English Language Arts on the SBAC assessment.	38.48% Hispanic or Latino: Will meet or exceed the standards based target in the area of English Language Arts on the SBAC assessment.
2024 Smarter Balanced Assessment English Language Arts	25.5% Socioeconomically Disadvantaged: Met or exceeded the standards based target in the area of English Language Arts on the SBAC assessment.	37.12% Socioeconomically Disadvantaged: Will meet or exceed the standards based target in the area of English Language Arts on the SBAC assessment.
2024 Smarter Balanced Assessment English Language Arts	.62% English Learners: Met or exceeded the standards based target in the area of English Language Arts on the SBAC assessment.	10% English Learners: Will meet or exceed the standards based target in the area of English Language Arts on the SBAC assessment.
2024 Smarter Balanced Assessment English Language Arts	4.63% Students with Disabilities: Met or exceeded the standards based target in the area of English Language Arts on the SBAC assessment.	12% Students with Disabilities: Will meet or exceed the standards based target in the area of English Language Arts on the SBAC assessment.

### Planned Strategies/Activities

## Strategy/Activity 1

### Interventions/Reteach Opportunities:

Offer supplemental academic intervention for all students who are struggling academically in their ELA classes. Specifically target students who have a D or below and/or score intensive or strategic on the ELA benchmark assessments.

## Students to be Served by this Strategy/Activity

Students not making adequate academic progress in ELA.

## Timeline

March - March

## Person(s) Responsible

Hosler Administration, Instructional Lead, SEL Lead, Teachers, Counselors, Social Worker, ELA Coach

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	3,000
<b>Source</b>	Title I
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Resources to differentiate reading and writing strategies in intervention.

## Strategy/Activity 2

### Professional Development:

Provide teachers and staff with professional development opportunities that address effective reading and writing interventions and strategies. The professional development should train teachers, support staff, and administrators to develop intervention plans to help underperforming students to reach their full potential.

## Students to be Served by this Strategy/Activity

Students not making adequate academic progress in ELA.

## Timeline

March - March

## Person(s) Responsible

Hosler Administration, Instructional Lead, SEL Lead, Teachers, Counselors, Social Worker, ELA Coach

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	9,600
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Extra Duty, Substitutes, Registration Fees, Transportation, Conferences, Workshops

### Strategy/Activity 3

#### Supplemental Resources:

- Provide students with supplemental services, programs and materials that are essential for improving student learning and to help students build ELA literacy.
- Hire additional Instructional Assistants to support intervention programs and work with students in small groups during the school day and/or after school.
- Provide teachers and students with appropriate technology tools and programs to support intervention programs.

### Students to be Served by this Strategy/Activity

All students

### Timeline

March - March

### Person(s) Responsible

Hosler Administration, Instructional Lead, Teachers, Counselors, ELA Coach.

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	9,300
<b>Source</b>	Title I
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	materials and supplies to promote and encourage efforts, participation, achievements and motivation in students

### Strategy/Activity 4

#### Teacher Collaboration:

Provide opportunities for teachers to collaborate and establish instructional focus, develop best practices, plan for ongoing differentiated instruction, as well as establish strategic and intensive interventions for students who need extra time to meet proficiency standards.

### Students to be Served by this Strategy/Activity

Students not making adequate academic progress in ELA.

### Timeline

March - March

### Person(s) Responsible

Hosler Administration, Instructional Lead, Teachers, Counselors, ELA Coach.

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	7,000
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries

**Description**

Substitutes

# Goals, Strategies, & Proposed Expenditures

## Goal 2

### Subject

Mathematics

### Goal Statement

SCHOOL GOAL 2: 22.99% of Hosler students will meet or exceed the standards based target in the area of Mathematics on the SBAC assessment.

### Basis for this Goal

Majority of Hosler students, including but not limited to, socioeconomically disadvantaged, English Learners, Students with Special Needs, and African American students fell within the intensive and strategic band of the Math SBAC results. Student grades, Benchmark Unit Assessments in Math results were also used for the basis of this goal. The following tools will be used to evaluate the progress of this goal: Grade level/Department Meeting/Agenda & Minutes, Teacher Common Agreements, Data Reflection Sessions, ELPAC, SBAC, ADAMS and Common Assessment data, teacher created Pre and Post assessments, and lesson plans.

### Expected Annual Measurable Outcomes

Metric/Indicator	2023-2024 SBAC Data	Expected Outcome
2024 Smarter Balanced Assessment Mathematics	13.66% School-wide: met or exceeded the standards based target in the area of Mathematics on the SBAC assessment.	22.99% School-wide: Will meet or exceed the standards based target in the area of Mathematics on the SBAC assessment.
2024 Smarter Balanced Assessment Mathematics	2.38% Black or African American: Met or exceeded the standards based target in the area of Mathematics on the SBAC assessment.	14.73% Black or African American: Will meet or exceed the standards based target in the area of Mathematics on the SBAC assessment.
2024 Smarter Balanced Assessment Mathematics	14.04% Hispanic or Latino: Met or exceeded the standards based target in the area of Mathematics on the SBAC assessment.	23.64% Hispanic or Latino: Will meet or exceed the standards based target in the area of Mathematics on the SBAC assessment.
2024 Smarter Balanced Assessment Mathematics	13.88% Socioeconomically Disadvantaged: Met or exceeded the standards based target in the area of Mathematics on the SBAC assessment.	22.74% Socioeconomically Disadvantaged: Will meet or exceed the standards based target in the area of Mathematics on the SBAC assessment.
2024 Smarter Balanced Assessment Mathematics	2.29% English Learners: Met or exceeded the standards based target in the area of Mathematics on the SBAC assessment.	10.73% English Learners: Will meet or exceed the standards based target in the area of Mathematics on the SBAC assessment.
2024 Smarter Balanced Assessment Mathematics	0% Students with Disabilities: Met or exceeded the standards based target in the area of Mathematics on the SBAC assessment.	11.17% Students with Disabilities: Will meet or exceed the standards based target in the area of Mathematics on the SBAC assessment.

### Planned Strategies/Activities

## Strategy/Activity 1

### Interventions/Reteach Opportunities:

Offer supplemental academic intervention for all students who are struggling academically in their mathematics classes. Specifically target students who have a D or below and/or score intensive or strategic on the math benchmark assessments.

## Students to be Served by this Strategy/Activity

Students not making adequate academic progress in Math.

## Timeline

March - March

## Person(s) Responsible

Hosler Administration, Instructional Lead, SEL Lead, Teachers, Counselors, Social Worker, Math Coach

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	3,000
<b>Source</b>	Title I
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Resources to differentiate math practices and reinforce math basic skills in intervention.

## Strategy/Activity 2

### Professional Development:

Provide teachers and staff with professional development opportunities that address effective strategies to make math more engaging and relatable for students. The professional development should train teachers, support staff, and administrators to develop academic/social emotional intervention plans to help underperforming students to reach their full potential.

## Students to be Served by this Strategy/Activity

Students not making adequate academic progress in Math.

## Timeline

March - March

## Person(s) Responsible

Hosler Administration, Instructional Lead, SEL Lead, Teachers, Counselors, Social Worker, Math Coach

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	9,600
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries

**Description**

Extra Duty, Substitutes, Registration Fees, Transportation, Conferences, Workshops.

**Strategy/Activity 3**

Supplemental Resources:

- Provide students with supplemental services, programs and materials that are essential for improving student learning and to help students build Math literacy
- Provide teachers and students appropriate and necessary technology tools and programs to support intervention programs.

**Students to be Served by this Strategy/Activity**

Students not making adequate academic progress in Math.

**Timeline**

March - March

**Person(s) Responsible**

Hosler Administration, Instructional Lead, SEL Lead, Teachers, Counselors, Social Worker, Math Coach

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	9,300
<b>Source</b>	Title I
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	materials and supplies to promote and encourage efforts, participation, achievements and motivation in students

**Strategy/Activity 4**

Teacher Collaboration:

Provide opportunities for teachers to collaborate and establish instructional focus, develop best practices, plan for ongoing differentiated instruction, as well as establish strategic and intensive interventions for students who need extra time to meet proficiency standards.

**Students to be Served by this Strategy/Activity**

Students not making adequate academic progress in Math.

**Timeline**

March - March

**Person(s) Responsible**

Hosler Administration, Instructional Lead, SEL Lead, Teachers, Counselors, Social Worker, Math Coach

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	7,000
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries

**Description**

Substitutes

# Goals, Strategies, & Proposed Expenditures

## Goal 3

### Subject

English Language Learners

### Goal Statement

SCHOOL GOAL 3: English Language Learner students will exhibit an increase in score on the ELPAC test as well as on SBAC assessments

### Basis for this Goal

Hosler Middle School has a high percentage of English learners that have not met or exceeded proficiency in both ELA or Math as indicated on our SBAC results. Although some of our English learners are progressing, such as our New Comers, (typically growth is 1 level per year) our Long term English Learners (students that are 5+ years as an English Learner) are not meeting proficiency on the SBAC nor meeting the criteria needed for reclassification. In an effort to help EL students meet or exceed the standards based on the SBAC assessment and meet their reclassification criteria, strategic planning, monitoring and support for these students is necessary.

### Expected Annual Measurable Outcomes

Metric/Indicator	2023-2024 SBAC Data	Expected Outcome
2024 - Smarter Balanced Assessment English Language Arts	.62% English Learners: Met or exceeded the standards based target in the area of English Language Arts on the SBAC	11.2% - Will meet or exceed the standards based target in the area of English Language Arts on the SBAC assessment.
2024 - Smarter Balanced Assessment Mathematics	14.04% English Learners: Met or exceeded the standards based target in the area of Mathematics on the SBAC assessment.	10.0% - Will meet or exceed the standards based target in the area of Mathematics on the SBAC assessment.
2024 Summative ELPAC	11.36% English Learners: Scored a performance Level 4 on the ELPAC	22.40% - Will score a performance Level 4 on the ELPAC
Reclassification	9% of English Learner students reclassified	21.7 % of English Learner students will reclassify

### Planned Strategies/Activities

#### Strategy/Activity 1

Interventions/Reteach Opportunities:

Provide students with extended learning opportunities that take place outside of the regular class time. Offer supplemental academic intervention for all English Learner students who are struggling academically in their classes. Specifically target students who have a D or below and/or score intensive or strategic on the ELA/Math benchmark assessments.

#### Students to be Served by this Strategy/Activity

English Learners

## Timeline

March - March

## Person(s) Responsible

Hosler Administration, Instructional Lead, SEL Lead, Teachers, Counselors, Social Worker

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	3,682
<b>Source</b>	Title III
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Supplies and materials for academic and behavioral goals and supports
<b>Amount</b>	3,000
<b>Source</b>	Title III
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Funds will be allocated to pay for extra duty hours for teachers to host data chats and parent data chats
<b>Amount</b>	11,120
<b>Source</b>	Title I
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Bilingual Instructional Aides to provide one-to-one support in small groups to assist the most at-risk students in meeting the challenging standards.
<b>Amount</b>	8,000
<b>Source</b>	Title I
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	materials and supplies to promote instruction and support students meeting the school's academic goals

## Strategy/Activity 2

Professional Development:  
Provide teachers, staff and parents with professional development opportunities that address effective English Language Development Strategies. The professional development should train teachers, support staff, administrators and parents to develop plans to help underperforming EL students improve in ELA, math and overall English Language Development.

## Students to be Served by this Strategy/Activity

English Learners

## Timeline

March - March

## Person(s) Responsible

Hosler Administration, Instructional Lead, SEL Lead, Teachers, Counselors, Social Worker, ELA and Math Coaches, parents

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	10,000
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Extra Duty, Substitutes, Registration Fees, Transportation, Conferences, Workshops
<b>Amount</b>	5,600
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Funds will be allocated to pay for extra duty hours for teachers to host ELA, Math and ELD parent workshops/events for families English Learners

### Strategy/Activity 3

Supplemental Resources:

- Provide students with supplemental services, programs and materials that are essential for improving student learning and to help students build English Language Development.
- Provide teachers and students appropriate and necessary technology tools and programs to support intervention programs.

### Students to be Served by this Strategy/Activity

English Learners

### Timeline

March - March

### Person(s) Responsible

Hosler Administration, Instructional Lead, SEL Lead, Teachers, Counselors, Social Worker

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	4,000
<b>Source</b>	Title I
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Supplemental Program/materials
<b>Amount</b>	25,000
<b>Source</b>	Title I
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Bilingual Instructional Aides to provide one-to-one support in small groups to assist students.

<b>Amount</b>	10,300
<b>Source</b>	Title I
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	supplemental educational activities that support the academic achievement of english learners

### Strategy/Activity 4

Teacher Collaboration:  
 Provide opportunities for teachers to collaborate and establish instructional focus, develop best practices, plan for ongoing differentiated instruction, as well as establish strategic and intensive interventions for students who need extra time to meet proficiency standards.

### Students to be Served by this Strategy/Activity

English Learners

### Timeline

March - March

### Person(s) Responsible

Hosler Administration, Instructional Lead, SEL Lead, Teachers, Counselors, Social Worker

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	6,381
<b>Source</b>	Title III
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Substitutes

# Goals, Strategies, & Proposed Expenditures

## Goal 4

### Subject

Parent and Family Engagement

### Goal Statement

SCHOOL GOAL 4: Parent Participation at school and district event will increase annually

### Basis for this Goal

Hosler Middle School is committed to informing and involving our parent/families in the academics of their child as much as possible and help increase the success of our students.

### Expected Annual Measurable Outcomes

Metric/Indicator	2023-2024 SBAC Data	Expected Outcome
School events: Sign-in Sheets	N/A	Increase in parent participation by 10% as evidenced by parent sign in sheets.

### Planned Strategies/Activities

#### Strategy/Activity 1

Professional Development: Building Capacity  
Parents, guardians and families will be provided with the opportunity to attend educational conferences/workshops hosted by Hosler Middle School as well as local, state and nationally recognized organizations/agencies that will discuss and present a wide range of evidence-based literacy strategies and provide parents with tools to better help their child succeed at school.

#### Students to be Served by this Strategy/Activity

All students

#### Timeline

March - March

#### Person(s) Responsible

Hosler Administration, Instructional Lead, SEL Lead, Teachers, Counselors, Social Worker, Community Schools Case Manager, Parents

#### Proposed Expenditures for this Strategy/Activity

Amount	5,000
Source	Title I

<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	Funds will be used to pay for Registration fees related to those educational conferences.
<b>Amount</b>	8,600
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Funds will be used for extra duty hours for teachers to provide workshops for families after school hours.

## Strategy/Activity 2

Direct Involvement:  
Provide parents and families the opportunities to be engaged in school functions, meetings, workshops and conferences. Hosler will also encourage parent/families to serve on their school committees.

### Students to be Served by this Strategy/Activity

All students

### Timeline

March - March

### Person(s) Responsible

Hosler Administration, Instructional Lead, SEL Lead, Teachers, Counselors, Social Worker, Community Schools Case Manager, Parents

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	3,000
<b>Source</b>	Title I
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Funds will be allocated to pay for extra duty hours for Campus Monitors/Staff to support parents and staff with school and afterschool events
<b>Amount</b>	3,493
<b>Source</b>	Title I
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	materials and supplies to promote and encourage efforts, participation and achievements of parent's engagement in school functions/workshops

## Strategy/Activity 3

Effective Communication:  
Hosler Middle School will use various methods of communication to continuously inform and update parents regarding school activities, meetings, events and any other matter relating to their child.

### Students to be Served by this Strategy/Activity

All students

## Timeline

March - March

## Person(s) Responsible

Administration, Staff, Teachers, Counselors, Instructional Lead, Digital Coach, Parents.

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	3,500
<b>Source</b>	Title I
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Materials/supplies

## Strategy/Activity 4

In order for Hosler to develop and approve the an effective School Plan for Student Achievement, we'll continue to work and engage our teachers/staff and encourage them to serve on the School Site Council (SSC).

## Students to be Served by this Strategy/Activity

All Students

## Timeline

March - March

## Person(s) Responsible

Hosler Administration, Instructional Lead, SEL Lead, Teachers, Counselors, Social Worker, Community Schools Case Manager, Parents

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	3,000
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Coverage for SSC-Substitutes
<b>Amount</b>	4,000
<b>Source</b>	Title I
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Materials and supplies for SSC participation

# Goals, Strategies, & Proposed Expenditures

## Goal 5

### Subject

Student Learning Environment

### Goal Statement

SCHOOL GOAL 5: Hosler Middle School will work to create a positive school culture by recognizing students' academic, social achievements based on school wide expectations, providing enrichment opportunities for students and providing students with social emotional support.

### Basis for this Goal

Hosler Middle School is committed to creating a positive school culture by recognizing students' academic, social achievements based on school wide expectations and providing enriching experiences for students to promote their overall growth.

### Expected Annual Measurable Outcomes

Metric/Indicator	2023-2024 SBAC Data	Expected Outcome
Data from Aeries	N/A	Student suspensions will BE reduced to less than 3%.
Assemblies/Workshops/Summits	N/A	Students will be able to participate in several motivational assemblies, teen summits/workshops to build leadership, communication, and teamwork skill to foster a positive school culture

### Planned Strategies/Activities

#### Strategy/Activity 1

Supplemental Programs and Services:

- Hosler Middle School will continue to implement a Multi Tiered System of supports program to encourage positive behavior from students
- Offer supplemental intervention for all students who are struggling social emotionally and are in need of additional enrichment activities and motivational curriculum
- Host events and activities that will encourage and create a positive school culture
- Organize field trips to expose students to enriching experiences in a variety of stimulating environments

#### Students to be Served by this Strategy/Activity

All

#### Timeline

March - March

#### Person(s) Responsible

• Site Administration, Teachers, Classified Staff, PBIS Team

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	2,000
<b>Source</b>	Title I
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Multi-Tiered System of Supports Curriculum, Workshops, Enrichment Activities
<b>Amount</b>	2,000
<b>Source</b>	Title I
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	Motivational Speakers
<b>Amount</b>	6,009
<b>Source</b>	Title I
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Materials and supplies to promote positive behavior and supplemental educational activities that support the academic achievement

### Strategy/Activity 2

Professional Development:

Provide teachers and staff with professional development opportunities that address effective academic and social-emotional interventions. The professional development should train teachers, support staff, and administrators to develop academic/social emotional intervention plans to help underperforming students to reach their full potential.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

March - March

### Person(s) Responsible

The Administration, Teachers, PBIS Team

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	6,000
<b>Source</b>	Title I
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	Professional development opportunities in Social Emotional Learning

### Strategy/Activity 3

**Supplemental Programs/Resources:**

- Provide students with supplemental services, programs and materials that are essential for improving student learning and school culture.
- Provide certificated and classified staff and students appropriate and necessary technology tools and programs to support intervention programs.

**Students to be Served by this Strategy/Activity**

All Students

**Timeline**

March - March

**Person(s) Responsible**

The Administration, teachers, Instructional Lead, PBIS Team

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	2,500
<b>Source</b>	Title I
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Supplemental services and programs through research-based strategies/tools for Social Emotional Learning

**Strategy/Activity 4**

**Teacher Collaboration:**

Provide opportunities for teachers to plan, collaborate and address the needs of students struggling with behavior/interactions, Vertical/Horizontal Grade-Level discussions, lesson development, and Social Emotional Learning. In addition, establish instructional focus, develop best practices, plan for ongoing differentiated instruction, as well as establish strategic and intensive interventions for students who need extra time to meet proficiency standards.

**Students to be Served by this Strategy/Activity**

All Students

**Timeline**

March - March

**Person(s) Responsible**

The Administration, Teachers, Classified Staff, PBIS Team

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	7,000
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Funds will be used for extra duty hours for teachers to host after school events/workshops

<b>Amount</b>	3,000
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Substitutes

### Strategy/Activity 5

Hire Instructional Lead (SEL): The SEL Specialist identifies emotional and social skills needs, encourages positive behavior through Social Emotional Skills training, creates and maintains effective learning environments/interventions for students, supports families and district staff.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

March - March

### Person(s) Responsible

Administration, Assistant Principal, SEL Lead, PBIS Team

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	125,458
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	The person filling this position will assist the administrative and student support team with the implementation of behavior interventions by providing individual and/or group sessions, support the PBIS Coach, and other duties assigned by the administrative staff.

# Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	329,443
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	329,443.00

## Allocations by Funding Source

Funding Source	Amount	Balance
Title III	\$13,063	0.00
Title I	316,380	0.00

# Expenditures by Funding Source

Funding Source	Amount
Title I	316,380.00
Title III	13,063.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	205,239.00
2000-2999: Classified Personnel Salaries	39,120.00
4000-4999: Books And Supplies	72,084.00
5800: Professional/Consulting Services And Operating Expenditures	13,000.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I	195,858.00
2000-2999: Classified Personnel Salaries	Title I	39,120.00
4000-4999: Books And Supplies	Title I	68,402.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	13,000.00
1000-1999: Certificated Personnel Salaries	Title III	9,381.00
4000-4999: Books And Supplies	Title III	3,682.00

# Hosler Middle School Parent and Family Engagement Policy



## Title I Parent and Family Engagement Policy

To involve parents and family members in the Title I program, the following practices have been established at Hosler Middle School:

**(a) Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents and family members of their school's participation in the Title I, Part A program and to explain the requirements, and the right of the parents to be involved. (20 U.S.C. Section 6318[c][1])**

Hosler Middle School will continue to hold an annual Title I meeting in the fall of the new school year to inform families of participation, requirements, and parent rights under the Title I, Part A program.

**(b) Offer a flexible number of meetings, such as meetings in the morning or evening, and the school may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parental involvement. (20 U.S.C. Section 6318[c][2])**

Hosler Middle School will continue to identify families' needs via the Annual Title I Family Survey that may prevent them from being involved in a child's education.

Extra measures are to be taken to reach out to underrepresented families, strengthen welcoming environments, provide notifications in a timely manner, use a variety of communication methods, when possible offer meetings/events at different locations, formats, days of the week, and/or different times, provide child care, ensure information is provided in a language and format easily understood by families, and provide interpretation.

**(c) Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program (SWP) plan.(20 U.S.C. Section 6318[c][3])**

The Parent and Family Engagement Policy will continue to be reviewed annually by Hosler Middle School's Schoolsite Council (SSC) and English Learner Advisory Committee (ELAC). Families will continue to be provided with formal and informal opportunities to provide feedback.

Hosler Middle School's Title I program will continue to be reviewed annually as part of the annual development of the School Plan for Student Achievement (SPSA).

**(d) Provide parents of participating children with the following**

**i. Timely information about the Title I programs. (20 U.S.C. Section 6318[c][4][A])**

Hosler Middle School will continue to provide timely information about the Title I, Part A program in various ways, but not limited to, notifications, all-call messages, site newsletters, postings on the school's website, parent resource center,

family meetings/events, Schoolsite Council (SSC), English Learner Advisory Committee (ELAC), Coffee with the Principal, Back to School Night, Parent-Teacher Conferences, Open House, celebratory events, etc.

**ii. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards. (20 U.S.C. Section 6318[c][4][B])**

The curriculum used at Hosler Middle School is aligned to the state and national standards (e.g. Common Core, NGSS, etc.). Students engage in periodic benchmark assessments in both English and Math to assess their understanding of those academic standards they are responsible for learning. These assessments are then reviewed by staff in a Data Reflection Session to review areas of student strength and decide on support strategies.

Hosler Middle School will continue to provide fall Parent-Teacher Conferences as an opportunity to share information to families on student progress and performance, in relation to state and local academic assessments, curriculum being used, grade-level expectations for proficiency, data reporting for state and local academic assessments, and available interventions for students needing assistance.

**iii. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. (20 U.S.C. Section 6318[c][4][C])**

Hosler Middle School will continue to provide opportunities to families to meet with point staff to discuss student needs and suggested support through formal scheduled Parent-Teacher Conferences in the fall, as well as, informal requests made for meetings, as needed throughout the school year.

**(e) If the SWP plan is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the LEA. (20 U.S.C. Section 6318[c][5])**

Hosler Middle School will continue to annually share ways families can provide informal and formal feedback on areas of strength and improvement of school goals and actions as identified in Hosler Middle School's Plan for Student Achievement (SPSA).

Parent and family member's feedback will continue to be gathered and written documentation of comments that reflect the program is not satisfactory will be submitted to Lynwood USD.

Revised and Approved by SSC on January 16, 2025.

# Hosler Middle School Parent and Family Engagement Policy (Spanish)



## Política de Involucramiento de Padres y Familias de Título I

Para involucrar a los padres y familiares en el programa Título I, se han establecido las siguientes prácticas en la Escuela Secundaria Hosler:

**(a) Convocar una reunión anual, en un momento conveniente, a la que se invitará y alentará a todos los padres de los niños participantes a asistir, para informar a los padres y familiares sobre la participación de su escuela en el programa Título I, Parte A y explicar los requisitos, y el derecho de los padres a participar. (20 USC Sección 6318[c][1])**

Intermedia Hosler La escuela seguirá funcionando una reunión anual de Título I en el otoño del nuevo año escolar para informar a las familias sobre la participación, los requisitos y los derechos de los padres bajo el programa Título I, Parte A.

**(b) Ofrezca una cantidad flexible de reuniones, como reuniones por la mañana o por la noche, y la escuela puede proporcionar, con fondos del Título I, transporte, cuidado infantil o visitas domiciliarias, según dichos servicios se relacionen con la participación de los padres. (20 USC Sección 6318[c][2])**

Intermedia Hosler La escuela continuará identificando las necesidades de las familias a través de la Encuesta Familiar Anual del Título I que puede impedirles participar en la educación de un niño.

Se deben tomar medidas adicionales para llegar a las familias subrepresentadas, fortalecer los entornos acogedores, proporcionar notificaciones de manera oportuna, utilizar una variedad de métodos de comunicación, cuando sea posible ofrecer reuniones/eventos en diferentes lugares, formatos, días de la semana y/o diferentes horarios, proporcionar cuidado infantil, garantizar que la información se proporcione en un idioma y formato fácilmente comprensibles para las familias y proporcionar interpretación.

**(c) Involucrar a los padres, de manera organizada, continua y oportuna, en la planificación, revisión y mejora del programa de Título I de la escuela, incluida la planificación, revisión y mejora de la política de involucramiento de padres y familias de la escuela y el desarrollo conjunto de la plan del programa escolar (SWP). (20 USC Sección 6318[c][3])**

La Política de participación de padres y familias seguirá siendo revisada anualmente por el director de la escuela secundaria Hosler. Sitio escolar Consejo (SSC) y Comité Asesor de Estudiantes de Inglés (ELAC). Las familias seguirán teniendo oportunidades formales e informales para brindar comentarios.

El programa Título I de la Escuela Intermedia Hosler continuará siendo revisado anualmente como parte del desarrollo anual del Plan Escolar para el Rendimiento Estudiantil (SPSA).

**(d) Proporcionar a los padres de los niños participantes lo siguiente:**

**i. Información oportuna sobre los programas del Título I.(20 USC Sección 6318[c][4][A])**

La escuela secundaria Hosler continuará brindando información oportuna sobre el programa Título I, Parte A de varias maneras, entre otras, notificaciones, mensajes de llamadas, boletines informativos del sitio, publicaciones en el sitio web de la escuela, centro de recursos para padres, reuniones/eventos familiares, Sitio escolar Consejo (SSC), Comité Asesor de Estudiantes de Inglés (ELAC), Café con el Director, Noche de Regreso a Clases, Conferencias de Padres y Maestros, Casa Abierta, eventos de celebración, etc.

**ii. Una descripción y explicación del plan de estudios utilizado en la escuela, las formas de evaluación académica utilizadas para medir el progreso de los estudiantes y los niveles de logro de los desafiantes estándares académicos estatales. (20 USC Sección 6318[c][4][B])**

El plan de estudios utilizado en la Escuela Intermedia Hosler está alineado con los estándares estatales y nacionales (por ejemplo, Common Core, NGSS, etc.). Los estudiantes participan en evaluaciones de referencia periódicas tanto en inglés como en matemáticas para evaluar su comprensión de los estándares académicos que son responsables de aprender. Luego, el personal revisa estas evaluaciones en una sesión de reflexión de datos para revisar las áreas de fortaleza de los estudiantes y decidir estrategias de apoyo.

Hosler Middle School continuará brindando todas las conferencias de padres y maestros como una oportunidad para compartir información con las familias sobre el progreso y el desempeño de los estudiantes, en relación con las evaluaciones académicas estatales y locales, el plan de estudios que se utiliza, las expectativas de competencia a nivel de grado, los informes de datos para las evaluaciones académicas estatales y locales, y las intervenciones disponibles para los estudiantes que necesitan ayuda.

**iii. Si los padres lo solicitan, oportunidades para reuniones periódicas para formular sugerencias y participar, según corresponda, en decisiones relacionadas con la educación de sus hijos, y responder a dichas sugerencias tan pronto como sea posible. (20 USC Sección 6318[c][4][C])**

La escuela secundaria Hosler continuará brindando oportunidades para que las familias se reúnan con el personal para discutir las necesidades de los estudiantes y sugerir apoyo a través de conferencias formales de padres y maestros programadas en el otoño, así como solicitudes informales realizadas para reuniones, según sea necesario durante el año escolar.

**(e) Si el plan SWP no es satisfactorio para los padres de los niños participantes, envíe cualquier comentario de los padres sobre el plan cuando la escuela lo ponga a disposición de la LEA. (20 USC Sección 6318[c][5])**

Escuela secundaria Hosler Continuará compartiendo anualmente formas en que las familias pueden brindar comentarios informales y formales sobre las áreas de fortaleza y mejora de las metas y acciones escolares identificadas en el Plan para el rendimiento estudiantil (SPSA) de la escuela secundaria Hosler.

Se seguirán recopilando comentarios de los padres y miembros de la familia y se enviará documentación escrita de los comentarios que reflejen que el programa no es satisfactorio al USD de Lynwood.

Revisado y aprobado Por SSC el 16 de enero del 2025.

# Lynwood District Parent and Family Engagement Policy



## Title I Part A Parent and Family Engagement Policy

### What is Family Engagement?

The US Department of Education defines Family Engagement as the participation of parents and family members in regular, two-way, meaningful communication involving student academic learning and other school activities, including:

- (A) That parents play an integral role in assisting their child's learning.
- (B) That parents are encouraged to be actively involved in their child's education.
- (C) That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.
- (D) The carrying out of other activities, such as those described in Section 1116 of the Every Student Succeeds Act (ESSA).

### LUSD's Family Engagement Vision

Lynwood Unified School District embraces families of all races, ethnicities, and cultures in their engagement as an integral component for the social, emotional, and academic success of all students. All educational partners will be knowledgeable to work collaboratively and respectfully as equal partners by sharing responsibility and leadership to sustain quality family engagement across all schools.



#### 1) Purpose of Parent and Family Engagement Policy:

The Lynwood Unified School District (LUSD) has developed this Parent and Family Engagement Policy to support and partner with families. This policy establishes the district's expectations and objectives for meaningful family engagement and guides the strategies and resources that strengthen powerful partnerships with students and families in all LUSD schools. This plan describes LUSD's commitment to engage parents and family members in the education of their children and to build staff capacity to successfully implement family engagement practices designed to meet the district's vision for family engagement.

**2) How will parents and family members be involved in the development of this Policy (ESSA sections 1116[a][2][A], and 1116[a][2][F])?**

LUSD has developed a written Title I Parent and Family Engagement Policy with input from parents and family members of participating children. Parent and family member input was gathered through the needs assessment process which included family surveys and discussion forums. Additional input was gathered from district level advisory committees and other parent advisory groups.

**3) How will parents and family members be involved in developing school improvement plans (ESSA Section 1116[a][2][A])?**

LUSD will continue to invite all parents and family members annually to take an active role by participating on site decision making councils and advisory committees, as well as, district level advisory committees in order to be involved in the development of school improvement plans. Council and committee members will continue to be trained on their roles and responsibilities.

Parents and family members will continue to provide feedback on areas of strength and improvement of the Local Control Accountability Plan (LCAP) as well as, school goals and actions as identified in sites' School Plans for Student Achievement (SPSAs). Parent and family member feedback is also gathered at school meetings/forums, district and school advisory committee meetings, Schoolsite Council meetings, and through other means. The information gathered is used to revise the district's LCAP and the sites' SPSAs.

**4) How does the Local Educational Agency (LEA) provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the LEA in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance? Does this include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education (ESSA Section 1116 [a][2][B])?**

District staff will continue to work collaboratively with site administrators and support teams to plan and implement district-wide parent and family engagement practices that are linked to student achievement. The district administration team will continue to include parent and family engagement during Principals' Meetings and other forums to assist in establishing protocols to ensure family engagement strategies and activities are being implemented (such as, but not limited to, running effective decision making and advisory groups, Coffee with the Principal, Curriculum Nights, and other parent/family information nights/workshops). Though the activities will be site-specific as described in schools' School-Parent Compacts, Parent and Family Engagement Policies, and SPSAs, best practices should be evidenced across all school sites.

In addition, district staff will continue to work as a team to address items related to family engagement to support the district's LCAP, Equity, and Strategic Plans. They will also continue to provide technical assistance for district and site support staff to discuss best practices that will help inform staff on effective family engagement practices such as, but not limited to, Analyzing and Sharing Data with Families, Welcoming Environments, Building Partnerships with Families, and Improving School-Family 2-Way Communication.

**5) How will LEAs coordinate or integrate parent and family engagement strategies with other relevant federal, state, local laws, and programs (ESSA sections 1116[a][2][C], and 1116[e][4])?**

LUSD will continue to coordinate and integrate parent and family engagement strategies for all programs, such as Early Childhood Education, English Language Learners, Special Education, Migrant Program, and Career Technical Education as offered through Title I, Part A.

**6) How will LEAs conduct, with meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of this Policy on improving academic quality of all schools served under Title I, Part A, and use the finding to design evidence-based strategies (ESSA sections 1116[a][2][D], and 1116[a][2][E])?**

To evaluate the effectiveness of the Parent and Family Engagement Policy, LUSD will continue to conduct an annual evaluation of the content and effectiveness of this policy. Parents and family members will have opportunities to provide feedback. Each site will ensure families have multiple opportunities to provide input by making the family survey and policy input form available both in a digital and paper format. In addition to the annual family survey, there will be other means of providing input such as, but not limited to, LCAP parent survey, district level committee feedback, and/or discussion forums. LUSD will continue to use findings from all data sources to revise the Parent and Family Engagement Policy so that it reflects the needs of all families.

**7) What are the barriers to greater participation by parents in activities authorized by ESSA Section 1116? Please note with particular attention, parents and family members who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background (ESSA Section 1116[a][2][D][i]):**

LUSD will continue to gather input from educational partners through the LCAP survey, family survey, discussion forums, as well as district advisory committees and site decision making councils/advisory committees to evaluate the effectiveness of the Parent and Family Engagement Policy. Barriers are identified through this process and actions will be put into place to address the needs of families, such as, take extra measures to reach out to underrepresented families, strengthen welcoming environments, provide notifications in a timely manner, use a variety of communication methods, when possible offer meetings/events at different locations, formats, days of the week, and/or different times, provide child care, ensure information is provided in a language and format easily understood by families, and offer interpretation services.

**8) What are the needs of parents and family members so that they may assist with the learning of their children, including engaging with school personnel and teachers (ESSA Section 1116[a][2][D][ii])?**

LUSD will continue to provide families with ongoing educational and leadership opportunities to support families in building stronger and more effective partnerships with school staff, so that they can better understand student academic expectations and learn how to navigate the educational system. These opportunities will be offered via engaging workshops, leadership academies, decision making and advisory group trainings, conferences, and/or events. In addition to face-to-face and/or virtual opportunities, every effort will be made to post resources (workshop materials, parent guides/newsletters, at home learning materials, and digital resources) on the district/school site websites and Google Site for families to access remotely. Also, the district advisory councils and LCAP Committee will continue to advise the district on matters related to family engagement.

LUSD will continue to ensure families have knowledge of the Parent Volunteer Tiers and access to forms in an effort to increase family engagement.

**9) What are the strategies used to support successful school and family interactions (ESSA Section 1116[a][2][D][iii])?**

LUSD will continue to coordinate capacity building opportunities for both families and staff to help strengthen school and family partnerships. District staff will continue to collaborate across departments to provide families with a series of educational opportunities on various topics to help families strengthen school-home partnerships and their interactions with staff. Motivational strategies, as well as Social Emotional Learning (SEL) programs will be utilized to encourage parents and families to participate in capacity building opportunities both at the district and school level.

In addition, LUSD will ensure that systems are put in place for meaningful 2-Way Communication between families and staff, such as, utilizing different communication methods (flyers, AERIES System, social media platforms, district and site websites, and other methods).

**10) LEAs provide coordination, technical assistance, and other support to assist schools in planning and implementing effective parent and family engagement activities. This may include consultation with employers, business leaders, philanthropic organizations, or individuals. What technical assistance will be provided to parents (ESSA Section 1116[a][3][A])?**

LUSD will coordinate support to assist schools to utilize evidence-based strategies in an effort to design systemic and more effective family engagement practices, programs, and services as outlined in the Dual Capacity Framework for Family-School Partnerships, US Department of Education, as well as Family Engagement Toolkit, California Department of Education. Parents and family members will also continue to be provided with technical support in the areas of parent leadership and advocacy through a train-the-trainer program model to address the needs of families.

**11) How will LEAs reserve 1 percent of Title I, Part A funds to carry out parent and family engagement requirements (ESSA Section 1116[a][3][A])?**

LUSD reserves at least one percent of the Title I, Part A allocation to support district-wide parent and family engagement activities. Family engagement activities are included in the district's LCAP. District level staff are also in place to support parent and family engagement efforts.

**12) How will LEAs allot funds for parent and family engagement (ESSA Section 1116[a][3][B])?**

Funds reserved by the district for parent and family engagement activities are used to support the activities and strategies addressed in this policy, including funding Parent Involvement Specialists. Parent Involvement Specialists will continue to provide information, resources, and professional learning on best practices regarding engaging families such as participating in community events for families, connecting families to resources, and organizing meetings, activities, and workshops to engage families.

**13) How will LEAs distribute 90 percent of the 1 percent reserve to schools (ESSA Section 1116[a][3][C])??**

Using federal funding formulas and data from California Longitudinal Achievement Data System (CALPADS), sites will be ranked and ordered. Funds are distributed among the sites while prioritizing high-need sites.

**14) How will LEAs provide assistance to parents and families in understanding the state academic standards, state and local academic assessments, Title I, Part A requirements, how to monitor their child's progress, and how to work with educators to help all students succeed (ESSA Section 1116[e][1])?**

Information and resources will continue to be provided to parents and family members on strategies to assist them in supporting their children's at-home learning on topics, such as but not limited to, Preparing for a Parent-Teacher Conference, Understanding the Common Core State Standards, and Understanding State and Local Assessments. The assistance will come in the form of workshops as part of the Parent and Family Education Plan developed by LUSD's Parent Involvement Specialists. Parent Involvement Specialists will also continue to collaborate with other departments, personnel, and parents to provide additional learning experiences that are enriching for families.

**15) How will LEAs provide materials and training to help parents and families work with their children to improve their achievement, such as literary training and using technology (ESSA Section 1116[e][2])?**

LUSD will continue to work collaboratively with parents and family members to identify programs and services needed to support families in helping their children succeed. Parent and family workshops that promote literacy (reading and writing) will be included in the Parent Educational Plan. Additional learning opportunities for families to attend conferences and/or trainings that will support them in helping their children meet academic and personal goals will be offered when possible.

In addition, Parent Involvement Specialists will continue to collaborate with the Technology Services Department and/or partners to provide technology related workshops that support families in understanding the 21st Century, such as but not limited to, tools and knowledge to engage in virtual platforms, digital citizenship, educational websites, and applications.

**16) How will LEAs educate teachers, instructional support staff, principals, and other school leaders and staff, with the assistance of parents and families, in the value and utility of contributions of parents and families, and reach out to, communicate with, and work with parents and families as equal partners, implementing and coordinating parent and family programs to build ties between parents and families, and the school (ESSA Section 1116[e][3])?**

LUSD will continue to provide professional development for staff and families in the areas of Cultural Proficiency, Building Trusting Relationships, Welcoming Environments, and other areas of need in an effort to build effective home-school partnerships.

In addition, LUSD will continue to partner with parents and family members to address strengths and challenges of existing family engagement practices to provide recommendations that will contribute to creating stronger trusting relationships and activities/programs that are more effectively connected to student learning.

**17) How will LEAs coordinate and integrate parent and family involvement programs with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent and family resource centers that encourage and support parents and families in more fully participating in the education of their children (ESSA Section 1116[e][4])?**

LUSD under the direction of the Equity, Access, and Instructional Services Department will continue to support each school site as they develop their SPSA which include goals, actions, strategies, and expenditures for parent and family engagement, as well as goals to improve academic achievement. School sites will be provided with SPSA support through training provided to the administration and support staff, student, and parent representatives on the requirements of the SPSA development. The Equity, Access, and Instructional Services Department will review the sites' SPSAs to ensure parent and family engagement goals are planned for and supported with activities, materials, and resources.

In addition, every school site has identified a Parent Resource Center to provide a place for families to participate more actively in activities such as decision making council meetings, advisory committee meetings, and workshops, as well as,

accessing resources for social services, and technology. Site staff and volunteers will receive additional support to assist them in fully implementing their centers.

**18) How will LEAs ensure that information related to school and parent programs, meetings, and other activities are sent to the parents of participating children in a format, and to the extent practicable, in a language the parents and families can understand (ESSA Section 1116[e][5])?**

LUSD will continue to communicate with families in a format and language that they can understand using a variety of platforms to reach as many families as possible. Notifications will be shared via, but not limited to, district and school websites, school messaging systems, newsletters, flyers, and social media postings. Hard copies of materials will be available.

In addition, site support staff will assist with communication between home and school and other parent and family engagement efforts.

**19) How will LEAs provide such other reasonable support for parental involvement activities under this section (ESSA Section 1116[e][14])?**

LUSD will continue to support sites by providing schools with support staff who assist with home-school communication as well as connect families to additional resources, available both at school and in the community.

In addition, Parent Involvement Specialists will continue to provide the sites with a monthly family education calendar, along with resources, to be shared with the parents and families at each site, that will inform parents and families on upcoming educational opportunities and strategies that they can use to support their children at home.

**20) How will the LEA ensure that the Parent and Family Engagement Policy is in a format and language that is easy for parents and families to understand (ESSA Section 1116[f])?**

LUSD will continue to make this policy available by notifying families on the various ways to access the policy such as notifications, all-call messages, site newsletters, Parent and Student Handbook, postings on the district's and schools' website, parent resource centers, and annual Title I meetings. Parents and family members are welcome and encouraged to provide ongoing feedback regarding this policy at any time by submitting written comments to district or school sites.

LUSD will continue to ensure the policy is accessible to all families in a format and language that parents and family members can understand.

This Policy was adopted by the Lynwood Unified School District in Spring, 2025 and will be in effect until Spring, 2026.

# Lynwood District Parent and Family Engagement Policy (Spanish)



## Política de Involucramiento del Padre y Familia del Título I Parte A

### ¿Qué es el Involucramiento Familiar?

El Departamento de Educación de EE. UU. define el Involucramiento Familiar como la participación de los padres y miembros de la familia en una comunicación significativa regular y bidireccional que involucra el aprendizaje académico de los estudiantes y otras actividades escolares, incluyendo:

- (A) Que los padres juegan un papel integral en ayudar al aprendizaje de sus hijos.
- (B) Que se aliente a los padres a participar activamente en la educación de sus hijos.
- (C) Que los padres sean socios plenos en la educación de sus hijos y se incluyan, según proceda, en la toma de decisiones y en los comités asesores para ayudar en la educación de sus hijos.
- (D) La realización de otras actividades, como las descritas en la Sección 1116 de la Ley del éxito de todos los estudiantes (ESSA).

### La Visión de Involucramiento de Familia de LUSD

El Distrito Escolar Unificado de Lynwood abarca a las familias de todas las razas, etnias y culturas en su compromiso como un componente integral para el éxito social, emocional y académico de todos los estudiantes. Todos los socios educativos estarán capacitados para trabajar de manera colaborativa y respetuosa como socios iguales al compartir la responsabilidad y el liderazgo para mantener un involucramiento familiar de calidad en todas las escuelas.



#### 1) Propósito de la Política del Involucramiento del Padre y Familia:

El Distrito Escolar Unificado de Lynwood (LUSD) ha desarrollado esta Política de Involucramiento del Padre y Familia para apoyar y asociarse con las familias. Esta política establece las expectativas y objetivos del distrito para un involucramiento de familia significativo y guía las estrategias y los recursos que fortalecen las asociaciones poderosas con los estudiantes y las familias en todas nuestras escuelas LUSD. Este plan describe el compromiso de LUSD de involucrar a los padres y miembros de la familia en la educación de sus hijos y desarrollar la capacidad del personal para implementar con éxito las prácticas del involucramiento familiar diseñadas para cumplir con la visión del distrito para el involucramiento familiar.

**2) ¿Cómo participarán los padres y los miembros familia en el desarrollo de esta Política (ESSA secciones 1116 [a] [2] [A] y 1116 [a] [2] [F])?**

LUSD ha desarrollado una Política de Involucramiento del Padre y Familia del Título I por escrito con aportes de los padres y miembros de familia de los niños participantes. Los aportes del padre y miembro de familia se obtuvieron a través del proceso de evaluación de necesidades que incluyó encuestas de familia y foros de discusión. Se recopiló información adicional de los comités asesores a nivel de distrito y otros grupos asesores de padres.

**3) ¿Cómo se involucrarán los padres y los miembros de familia en el desarrollo de planes de mejoras de la escuela (ESSA Sección 1116 [a] [2] [A])?**

LUSD continuará invitando a todos los padres y miembros de la familia anualmente para que tomen un rol de participación activo en los concilios para tomar decisiones/comités asesores de las escuelas y/o comités asesores a nivel de distrito para que se involucren en el desarrollo de planes de mejora de las escuelas. Los miembros de los concilios y comités continuarán siendo entrenados en sus roles y responsabilidades.

Los padres y los miembros de familia continuarán brindando comentarios sobre las áreas de fortaleza y mejora del Plan de Responsabilidad de Control Local (LCAP, por sus siglas en inglés), así como las metas de las escuelas y las acciones identificadas en los Planes Escolares para el Logro Estudiantil (SPSAs, por sus siglas en inglés) de las escuelas. Los comentarios del padre y el miembro de familia también se recopilarán en las reuniones/foros escolares, las reuniones del comité asesor del distrito y por las reuniones del Consejo Directivo Escolar (SSC, por sus siglas en inglés) y por otros medios. La información recopilada se utiliza para revisar el LCAP del distrito y los SPSAs de las escuelas.

**4) ¿Cómo proporciona la Agencia Educativa Local (LEA) la coordinación, asistencia técnica y otro tipo de apoyo necesario para ayudar y desarrollar la capacidad de todas las escuelas participantes dentro de la LEA en la planificación e implementación de actividades efectivas de involucramiento del padre y familia para mejorar el rendimiento académico de los estudiantes y el desempeño de la escuela? ¿Incluye esto una consulta significativa con empleadores, líderes empresariales y organizaciones filantrópicas, o individuos con experiencia en involucrar efectivamente a los padres y miembros de la familia en la educación (ESSA Sección 1116 [a] [2] [B])?**

El personal del distrito continuará trabajando en colaboración con los administradores de las escuelas y los equipos de apoyo para planificar e implementar prácticas en todo el distrito de involucramiento de padres y familias que estén vinculadas con el rendimiento estudiantil. El equipo de administración del distrito continuará incluyendo el involucramiento del padre y familia durante las Reuniones de Directores y otros foros para asistir en establecer protocolos para garantizar que se implementen las estrategias y actividades de involucramiento de familia (tales como, incluyendo pero sin limitarse, dirigiendo eficazmente grupos de toma de decisiones y asesores, Café con el Director, Noches de Currículo y otras noches/talleres de información para el padre o familia). Sin embargo las actividades serán específicas para la escuela, tal como se describe en los Convenios entre Padre y Escuelas, Políticas de Involucramiento de Padre y Familias, y los SPSAs, las mejores prácticas deben evidenciarse en todos los sitios escolares.

Además, el personal del distrito continuará trabajando como equipo para abordar los temas relacionados con el involucramiento de la familia para apoyar los planes del LCAP, Equidad y Estratégicos del distrito. Continuarán brindando asistencia técnica al distrito y al personal de apoyo del sitio para discutir las mejores prácticas que ayudarán a informar al personal sobre prácticas efectivas de involucramiento de familia como, incluyendo pero sin limitarse, Analizar y Compartir Datos con las Familias, Ambientes Acogedores, Crear Alianzas con las Familias y Mejorar la Comunicación Bidireccional entre la Escuela y la Familia.

**5) ¿Cómo coordinarán o integrarán las LEAs las estrategias de involucración del padre y familia con otras leyes y programas federales, estatales y locales relevantes (ESSA sección 1116 [a] [2] [C] y 1116 [e] [4])?**

LUSD continuará coordinando e integrando estrategias de involucramiento del padre y familia para todos los programas, tales como Educación de la Primera Infancia, Estudiantes Aprendices del Idioma Inglés, Educación Especial, Programa para Migrantes y Educación Técnica Profesional como se ofrece a través del Título I, Parte A.

**6) ¿Cómo llevarán a cabo las LEAs, con una participación significativa de los padres y los miembros de familia, una evaluación anual del contenido y la efectividad de esta Política para mejorar la calidad académica de todas las escuelas atendidas en virtud del Título I, Parte A, y usar el hallazgo para diseñar estrategias basadas en evidencia? (ESSA secciones 1116 [a] [2] [D] y 1116 [a] [2] [E])?**

Para evaluar la efectividad de la Política de Involucramiento del Padre y Familia, LUSD continuará realizando una evaluación anual del contenido y la efectividad de esta política. Los padres y los miembros de la familia tendrán la oportunidad de brindar aportaciones. Cada escuela asegurará que las familias tengan múltiples oportunidades para brindar información al hacer que la encuesta familiar y el formulario de aportes de esta política estén disponibles tanto en formato digital como en papel. Además de la encuesta anual a la familia, habrá otros medios para proporcionar información como, por ejemplo, incluyendo pero sin limitarse a la encuesta LCAP de padres, aportación de los comités asesores a nivel del distrito y/o los foros de discusión. LUSD continuará utilizando los hallazgos de todas las fuentes de datos para revisar la Política de Involucramiento del Padre y Familia para que refleje las necesidades de todas las familias.

**7) ¿Cuáles son las barreras para una mayor participación de los padres en actividades autorizadas por la Sección 1116 de ESSA? Tenga en cuenta con especial atención que los padres y miembros de la familia que están en desventaja económica, están discapacitados, tienen un dominio limitado del inglés, tienen una alfabetización limitada o tienen antecedentes de minorías raciales o étnicas (ESSA Sección 1116 [a] [2] [D] [ i]):**

LUSD continuará reuniendo la aportación de los socios educativos a través de la encuesta LCAP, la encuesta de familia, los foros de discusión, así como los comités asesores del distrito y los concilios/comités asesores que toman decisiones de las escuelas para evaluar la efectividad de la Política de Involucramiento del Padre y Familia. Las barreras se identifican a través de este proceso y se implementarán acciones para abordar las necesidades de las familias, tales como, tomar medidas adicionales para llegar a las familias subrepresentadas, fortalecer los ambientes acogedores, proporcionar notificaciones de manera oportuna, usar una variedad de métodos de comunicación, cuando sea posible ofrecer reuniones/eventos en diferentes lugares, formatos, días de la semana y/o diferentes horarios, proporcionar cuidado de niños, garantizar de que la información se proporcione en un idioma y formato fácilmente comprensible para las familias, y ofrecer servicios de interpretación.

**8) ¿Cuáles son las necesidades de los padres y los miembros de familia para que puedan ayudar con el aprendizaje de sus hijos, incluida la colaboración con el personal escolar y los maestros (ESSA Sección 1116 [a] [2] [D] [iii])?**

LUSD continuará brindando a las familias oportunidades educativas y de liderazgo para apoyar a las familias en construir alianzas más sólidas y efectivas con el personal de la escuela, para que puedan comprender mejor las expectativas académicas de los estudiantes y aprender a navegar el sistema educativo. Estas oportunidades se ofrecerán a través de talleres interactivos, academias de liderazgo, capacitación para grupos de toma de decisiones y asesores, conferencias y/o eventos. Además de las oportunidades en persona y/o virtual se hará todo lo posible para publicar recursos (materiales de talleres, guías/boletines para los padres y familias, materiales de aprendizaje para el hogar y recursos digitales) en el sitio web del distrito/escuelas, y Sitio Google para que las familias puedan acceder de forma remota. Además, los comités asesores del distrito y el Comité del LCAP continuarán asesorando al distrito sobre asuntos relacionados con el involucramiento familiar.

LUSD continuará asegurándose de que las familias tengan conocimiento de los Niveles de Padres Voluntarios y acceso a los formularios en un esfuerzo por aumentar el involucramiento familiar.

**9) ¿Cuáles son las estrategias utilizadas para apoyar las interacciones exitosas entre la escuela y la familia (Sección 1116 [a] [2] [D] [iii] ESSA)?**

LUSD continuará coordinando oportunidades de desarrollo creando oportunidades de capacitación tanto para las familias como para el personal para ayudar a fortalecer las alianzas entre las escuelas y familias. El personal del distrito continuará colaborando con todos los departamentos para brindar a las familias una serie de oportunidades educativas sobre diversos temas para ayudar a las familias a fortalecer las alianzas entre la escuela, el hogar y sus interacciones con el personal. Se utilizarán estrategias de motivación así como programas de Aprendizaje Socioemocional (SEL, por sus siglas en inglés) para alentar a los padres y familias a participar en oportunidades de desarrollo de capacidades tanto a nivel del distrito como de la escuela.

Además, LUSD se asegurará de que se establezcan sistemas para una comunicación bidireccional significativa entre las familias y el personal, por ejemplo, utilizando diferentes métodos de comunicación (folletos, sistema AERIES, plataformas de redes sociales, sitios web de distrito y escuelas, y otros métodos).

**10) Las LEAs brindan coordinación, asistencia técnica y otro tipo de apoyo para ayudar a las escuelas a planificar e implementar actividades efectivas de participación de padres y familias. Esto puede incluir consultas con empleadores, líderes empresariales, organizaciones filantrópicas o individuos. ¿Qué asistencia técnica se proporcionará a los padres (ESSA Sección 1116 [a] [3] [A])?**

LUSD coordinará el apoyo para ayudar a las escuelas a utilizar estrategias basadas en evidencia en un esfuerzo para diseñar un sistema más efectivo con prácticas de involucramiento de padres, programas y servicios más efectivos como se describe en el Marco de Capacidad Dual para Alianzas de Familia-Escuela, Departamento de Educación de California. Los padres y los miembros de familia también continuarán recibiendo asistencia técnica en las áreas de liderazgo y abogacía a través de un programa de formación de formadores para abordar las necesidades de las familias.

**11) ¿Cómo reservarán las LEAs el 1 por ciento de los fondos del Título I, Parte A para cumplir con los requisitos de involucración de padres y familias (ESSA Sección 1116 [a] [3] [A])?**

LUSD reserva al menos el uno por ciento de la asignación de Título I, Parte A para apoyar las actividades de involucramiento del padre y la familia en todo el distrito. Las actividades del involucramiento de familia se incluyen en el LCAP del distrito. El personal a nivel del distrito también está en el lugar para apoyar los esfuerzos de involucramiento de padres y familias.

**12) ¿Cómo asignará LEA los fondos para la participación de los padres y la familia (ESSA Sección 1116 [a] [3] [B])?**

Los fondos reservados por el distrito para actividades de involucramiento de padre y familia se utilizan para apoyar las actividades y estrategias abordadas en esta política, incluyendo el financiamiento de Especialistas en Participación de Padres. Especialistas de Participación de Padres continuarán brindando información, recursos y aprendizaje profesional sobre las mejores prácticas para involucrar a las familias tal como participar en eventos comunitarios para familias, conectar a las familias con los recursos, y organizar reuniones, actividades y talleres para involucrar a las familias.

**13) ¿Cómo distribuirán las LEAs el 90 por ciento de la reserva del 1 por ciento a las escuelas (ESSA Sección 1116 [a] [3] [C])?**

Utilizando fórmulas de financiamiento federal y datos del Sistema de Datos Longitudinales del Rendimiento de los Alumnos de California (CALPADS, por sus siglas en inglés), las escuelas se clasificarán y ordenarán. Los fondos se distribuyen entre las escuelas al tiempo que se les da prioridad a las escuelas de alta necesidad.

**14) ¿Cómo proporcionarán las LEAs asistencia a los padres y las familias para comprender los estándares académicos estatales, las evaluaciones académicas estatales y locales, los requisitos del Título I, Parte A, cómo monitorear el progreso de sus hijos y cómo trabajar con los educadores para ayudar a todos los estudiantes a tener éxito (Sección ESSA 1116 [e] [1])?**

Se continuará brindando información y recursos a los padres y miembros de la familia tales como, pero no limitado, a estrategias para ayudarlos a apoyar el aprendizaje en el hogar de sus hijos sobre temas como la Preparación para una Conferencia de Padre y Maestro, Entendiendo los Estándares Estatales Comunes y Entendiendo las Evaluaciones Estatales y Locales. El apoyo vendrá en forma de talleres como parte del Plan de Educación para Padres y la Familia desarrollado por las Especialistas de Participación de Padres de LUSD. Las Especialistas de Participación de Padres también continuarán colaborando con otros departamentos, personal y padres para proporcionar experiencias de aprendizaje adicionales que sean enriquecedoras para las familias.

**15) ¿Cómo proporcionarán las LEAs materiales y capacitación para ayudar a los padres y las familias a trabajar con sus hijos para mejorar sus logros, como la capacitación literaria y el uso de la tecnología (ESSA Sección 1116 [e] [2])?**

LUSD continuará trabajando en colaboración con los padres y los miembros de familia para identificar programas y servicios necesarios para ayudar a las familias a ayudar a sus hijos a tener éxito. Los talleres para padres y familias que promueven la alfabetización (leyendo y escribiendo) se incluirán en el Plan de Educación para Padres. Proveen, cuando sea posible, oportunidades de aprendizaje adicionales para que las familias asistan a conferencias y/o capacitaciones que los apoyarán a ayudar a sus hijos a cumplir metas académicas y personales.

Además, Especialistas de Participación de Padres continuarán colaborando con el Departamento de Servicios de Tecnología y/o socios para brindar talleres relacionados con la tecnología que ayuden a las familias a comprender el aprendizaje del siglo XXI, como, entre otros, herramientas y conocimientos para participar en plataformas virtuales, la ciudadanía digital, los sitios web educativos y las aplicaciones.

**16) ¿Cómo educarán las LEAs a los maestros, al personal de apoyo educativo, los directores y otros líderes y personal escolar, con la ayuda de los padres y las familias, en el valor y la utilidad de las contribuciones de los padres y las familias, y se acercarán, se comunicarán y trabajarán con los padres y familias como socios iguales, implementando y coordinando programas para el padre y la familia se crearan lazos entre padres y familias y la escuela (ESSA Sección 1116 [e] [3])?**

LUSD continuará brindando desarrollo profesional para el personal y las familias en las áreas de Dominio Cultural, Creación de Relaciones de Confianza, Ambientes Acogedores y otras áreas de necesidad en un esfuerzo en crear asociaciones efectivas entre el hogar y la escuela.

Además, Especialistas en Participación de los Padres continuarán trabajando con padres y miembros de familia para abordar las fortalezas y desafíos de las prácticas existentes de participación familiar para proporcionar recomendaciones que contribuyan a crear relaciones y actividades/programas de confianza más sólidos que estén conectados de manera más efectiva al aprendizaje de los estudiantes. Las recomendaciones y mejores prácticas proporcionadas por el equipo se compartirán con los equipos de liderazgo de las escuelas.

**17) ¿Cómo coordinarán e integrarán las LEAs los programas de participación de padres y familias con otros programas federales, estatales y locales, incluidos los programas preescolares públicos, y llevarán a cabo otras actividades, como los centros de recursos para padres y familias que alientan y apoyan a los padres y familias a participar más plenamente en la educación de sus hijos (ESSA Sección 1116 [e] [4])?**

LUSD bajo la dirección del Departamento de Equidad, Acceso y Servicios Instruccionales seguirá apoyando a cada escuela a medida que desarrollen sus SPSAs que incluyan metas, acciones, estrategias y gastos para la participación del padre y la familia, así como metas para mejorar el rendimiento académico. Las escuelas recibirán apoyo de SPSA a través de capacitación brindada a la administración, al personal de apoyo, y representantes de estudiantes y padres sobre los requisitos del desarrollo de SPSA. El Departamento de Equidad, Acceso y Servicios Instruccionales revisará los SPSAs de las escuelas para garantizar que las metas de participación del padre y familia se planifiquen y apoyen con actividades, materiales y recursos.

Además, cada escuela ha identificado un Centro de Recursos para Padres para proporcionar un lugar en donde las familias participen más activamente en actividades tal como en las reuniones del concilio de toma de decisiones, comité asesor y los talleres, así como el acceso a recursos para servicios sociales y tecnología. El personal de la escuela y los voluntarios recibirán apoyo adicional para ayudarlos a implementar sus centros.

**18) ¿Cómo garantizarán las LEAs que la información relacionada con los programas, reuniones y otras actividades de la escuela y los padres se envíe a los padres de los niños participantes en un formato y, en la medida sea posible, en un idioma que los padres y las familias puedan entender (ESSA Sección 1116 [e] [5])?**

LUSD continuará comunicándose con las familias en un formato y lenguaje que puedan entender usando una variedad de plataformas para llegar a tantas familias como sea posible. Las notificaciones se compartirán a través de, incluyendo pero sin limitarse, sitios web del distrito y de las escuelas, sistemas de mensajes escolares, boletines informativos, volantes y publicaciones en redes sociales. Copias impresas de materiales estarán disponibles.

Además, el personal de apoyo ayudará con la comunicación entre el hogar y la escuela y otros esfuerzos de involucramiento de los padres y la familia.

**19) ¿Cómo proporcionarán las LEAs otro apoyo razonable para las actividades de participación de los padres en esta sección (ESSA Sección 1116 [e] [14])?**

LUSD continuará apoyando a las escuelas al proporcionar personal de apoyo que ayude con la comunicación entre el hogar y la escuela, y conectar a las familias con recursos adicionales, disponibles tanto en la escuela como en la comunidad.

Además, Especialistas en Participación de los Padres continuarán brindando a las escuelas un calendario mensual de educación familiar, junto con recursos, para compartir con los padres y las familias en cada escuela, que informará a los padres y las familias sobre las próximas oportunidades educativas y estrategias que pueden usar para apoyar a sus hijos en el hogar.

**20) ¿Cómo se asegurará el LEA de que la Política de Involucramiento de Padre y Familia esté en un formato y lenguaje que sea fácil de entender para los padres y las familias (ESSA Sección 1116 [f])?**

LUSD continuará poniendo a disposición esta política notificando a las familias sobre las diversas formas de acceder a la política, tales como notificaciones, llamadas de mensaje, boletines de las escuelas, Manual para Padres y Estudiantes, publicaciones en el sitio de web del distrito y las escuelas, centros de recursos para padres y reuniones anuales del Título I. Padres y los miembros de familia son bienvenidos y alentados a proporcionar comentarios continuos sobre esta política en cualquier momento mediante la presentación de comentarios sea por escrito al distrito o a las escuelas.

LUSD continuará asegurando que la política sea accesible para todas las familias en un formato e idioma que los padres y los miembros de la familia puedan entender.

Esta Política fue adoptada por el Distrito Escolar Unificado de Lynwood en la primavera de 2025 y estará vigente hasta la primavera de 2026.

# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 2 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Mr. John Terry	Principal
Ms. Brenda Miramontes	Classroom Teacher
Ms. Amber Collins	Classroom Teacher
Mr. Adriana Cisneros	Classroom Teacher
Ms. Kimberly Perez	Other School Staff
Ms. Yvette Sandoval	Parent or Community Member
Ms. Marina Rodriquez	Parent or Community Member
Ms. Aylin Vasquez	Secondary Student
Ms. Perla Ramon	Secondary Student
Mr. Heler Garcia	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC has reviewed and adopted the School Site and LUSD Board Approved Parent and Family Engagement Policies, and the policies have been distributed school-wide.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

### Committee or Advisory Group Name

English Learner Advisory Committee

Other: School Site Council

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

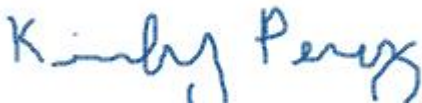
This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 2/27/25.

Attested:



Principal, Mr. John Terry on February 28, 2025



SSC Chairperson, Ms. Kimberly Perez on February 28, 2025

# Addendum

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For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

## Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

## Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

## Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

## Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

## Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

### **Students to be Served by this Strategy/Activity**

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

### **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

### **Annual Review and Update**

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

#### **Annual Measurable Outcomes**

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

#### **Strategies/Activities**

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

### **Analysis**

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

## **Budget Summary and Consolidation**

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

### **Budget Summary**

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

### **Consolidation of Funds**

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

# Appendix A: Plan Requirements for Schools Funded Through the ConApp

## Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

## Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
  - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
  - b. use effective methods and instructional strategies based on scientifically based research that
    - i. strengthen the core academic program in the school;
    - ii. provide an enriched and accelerated curriculum;
    - iii. increase the amount and quality of learning time;
    - iv. include strategies for meeting the educational needs of historically underserved populations;
    - v. help provide an enriched and accelerated curriculum; and
    - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
  - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
    - i. strategies to improve students' skills outside the academic subject areas;
    - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
    - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
    - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
    - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
  - a. strategies to attract highly qualified teachers;
  - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
  - c. the devotion of sufficient resources to effectively carry out professional development activities; and
  - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - a. Ensure that those students' difficulties are identified on a timely basis; and
  - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

## **Appendix B: Select State and Federal Programs**

### **Federal Programs**

Title I, Part A: School Allocation  
Title I, Part A: School Parent and Family Engagement Allocation  
Title I, Part A: Targeted Support and Improvement Allocation  
Title I, Part C: Education of Migratory Children  
Title II, Part A: Supporting Effective Instruction  
Title III, Part A: Language Instruction for English Learners and Immigrate Youth  
Title IV Part A: Student Support and Academic Enrichment Grants  
Title IV Part B: 21st Century Community Learning Centers  
Title V, Part B: Rural Education Initiative  
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

### **State or Local Programs**

After School Education and Safety Program  
American Indian Education  
Child Development Programs  
Economic Impact Aid/State Compensatory Education (carryover funds)  
Economic Impact Aid/Limited English Proficient (carryover funds)  
California Foster Youth Services  
California Partnership Academies  
California Tobacco-Use Prevention Education Program