

Hosler Middle School

2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state’s high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2025-26 School Contact Information

School Name	Hosler Middle School
Street	11300 Spruce Street
City, State, Zip	Lynwood, CA 90262
Phone Number	(310) 603.1447
Principal	Mr. John Terry
Email Address	jfterry@mylUSD.org
School Website	https://hms.mylUSD.org
Grade Span	7-8
County-District-School (CDS) Code	19647746115539

2025-26 District Contact Information

District Name	Lynwood Unified School District
Phone Number	(310) 886-1600
Superintendent	Dr. Patrick Gittisriboongul
Email Address	pgittis@mylUSD.org
District Website	http://www.lynwood.k12.ca.us

2025-26 School Description and 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 mission positions our students to reach their potential in a culturally diverse and technologically advanced society. Hosler Middle School is one of two middle schools in the City of Lynwood and is located adjacent to Lynwood Park, behind the Lynwood Unified School District Office of Education. Our school serves approximately 710 students. The surrounding community is comprised largely of lower- and middle-income families.

Hosler is a data-driven, student-centered school that uses evidence to guide instructional planning and continuous improvement. In partnership with support staff, teachers regularly review multiple data sources, analyze trends and patterns,

2025-26 School Description and Mission Statement

and apply findings to develop an accurate picture of classroom strengths, challenges, needs, and instructional gaps. This collaborative use of data supports clear goal-setting and targeted actions that promote increased growth and improved performance for all students.

As a school community, we have recently experienced a number of notable achievements. Hosler Middle School has been designated a California School to Watch and was recognized nationally at the National Forum for Model Schools in Washington, D.C. In addition, HMS has been recognized as a PBIS Platinum School for two consecutive years (2023–24 and 2024–25); prior to that recognition, HMS earned PBIS Gold status for three consecutive years. Hosler is also recognized as a Common Sense Media School, reflecting the commitment of our staff and students to digital citizenship and responsible technology use.

Beyond these accolades, Hosler provides students with meaningful opportunities to explore interests, develop identity, and build skills that support future goals. We offer a robust elective program with 15 course options, including Art, Band (Beginning and Advanced), Business and Finance, Career Exploration, Health, Human Anatomy, and Robotics. Our Associated Student Body (ASB) program continues to provide students with authentic leadership development opportunities, empowering them to contribute positively to campus culture and schoolwide initiatives while building teamwork, communication, and responsibility.

In closing, one of Hosler's greatest strengths is the comprehensive student support available to ensure students are connected, supported, and prepared to succeed. Our campus currently includes a Social Emotional Lead Teacher, a Licensed Clinical Social Worker, a Community Liaison, a Community Schools Case Manager, two Academic Coaches and Academic Counselors who work collaboratively to help students reach their full potential. Additionally, our district provides access to outside partners and vendors who offer mentoring, academic support, and enriching experiences designed to meet student needs and strengthen the overall school community.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	351
Grade 8	403
Total Enrollment	754

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.3
Male	52.7
Asian	0.1
Black or African American	4.5
Hispanic or Latino	94.8
Native Hawaiian or Pacific Islander	0.3
Two or More Races	0.1
White	0.1
English Learners	25.1
Foster Youth	1.6
Homeless	7.2
Migrant	0.8
Socioeconomically Disadvantaged	96.2
Students with Disabilities	18.7

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	40.7	90.62	473.5	89.37	234405.2	84
Intern Credential Holders Properly Assigned	0	0	5.2	0.99	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.7	3.82	5.8	1.11	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.1	2.64	18	3.41	11953.1	4.28
Unknown/Incomplete/NA	1.2	2.87	27.1	5.11	15831.9	5.67
Total Teaching Positions	45	100	529.8	100	279044.8	100

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	38.4	90.42	449.1	86.9	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	4	0.77	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.2	5.18	18.4	3.57	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	17.8	3.46	11746.9	4.23
Unknown/Incomplete/NA	1.8	4.38	27.3	5.3	14303.8	5.15
Total Teaching Positions	42.5	100	516.8	100	277698	100

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

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	33.3	88.8	419	82.99	230039.4	100
Intern Credential Holders Properly Assigned	0	0	9.9	1.98	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	2.67	20	3.98	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	14.1	2.79	12112.8	4.34
Unknown/Incomplete/NA	3.2	8.53	41.7	8.26	13705.8	4.91
Total Teaching Positions	37.5	100	504.9	100	278927.1	100

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

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

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	1	0
Misassignments	1.70	1.1	1
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	1.70	2.2	1

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	1.00	0	0
Local Assignment Options	0.20	0	0
Total Out-of-Field Teachers	1.10	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.2	2.8	2.6
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

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

We choose our textbooks from lists that have already been approved by state education officials. For a list of some of the textbooks we use at our school, see the Data Almanac that accompanies this report.

We have also reported additional facts about our textbooks called for by the Williams legislation of 2004. This online report shows whether we had a textbook for each student in each core course during the 2013–2014 school year and whether those textbooks covered the California Content Standards.

Year and month in which the data were collected	10/2018
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Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	SRA McGraw-Hill: StudySync Grade 6 California Student Edition 2017 SRA McGraw-Hill: StudySync Grade 7 California Student Edition 2017 SRA McGraw-Hill: StudySync Grade 8 California Student Edition 2017	0
Mathematics	Glencoe California Mathematics Course grade 7, McGraw Hill, 2015 Course 2 Glencoe California Mathematics Course Grade 8, McGraw Hill, 2015 Course 3	0
Science	California Science Dimensions Premium Resource 2020 California Science Dimensions De LAS CIENCIAS Hybrid 2020	0
History-Social Science	Holt, Rinehart, & Winston World History - Ancient Civilization Social Studies 2006 Holt, Rinehart, & Winston World History Medieval to Early Modern Time Social Studies 2006 Holt, Rinehart, & Winston United States History Social Studies 2006	0

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

School Facility Conditions and Planned Improvements

The Hosler campus completed the tune up gym bleachers.

Year and month of the most recent FIT report	8/30/2024
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Site is monitoring and assigned dedicate custodian staff to maintain the gym water stations with continues inspections.
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Site is monitoring the graffiti at bathrooms and MOT staff painting areas damaged
Safety: Fire Safety, Hazardous Materials	X			Fire extinguishers replaced and charged at it's annual routine maintenance taking place the Month of Oct.
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

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

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	25	24	31	34	47	48
Mathematics (grades 3-8 and 11)	14	18	20	23	35	37

2024-25 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	777	744	95.75	4.25	24.36
Female	368	352	95.65	4.35	29.06
Male	409	392	95.84	4.16	20.15
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	39	39	100.00	0.00	15.79
Filipino	0	0	0	0	0
Hispanic or Latino	733	700	95.50	4.50	24.86
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	181	163	90.06	9.94	0.61
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	533	514	96.44	3.56	19.49
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	145	140	96.55	3.45	2.14

2024-25 CAASPP Test Results in Math by Student Group

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

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	777	759	97.68	2.32	17.52
Female	368	362	98.37	1.63	15.47
Male	409	397	97.07	2.93	19.40
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	39	39	100.00	0.00	2.56
Filipino	0	0	0	0	0
Hispanic or Latino	733	715	97.54	2.46	18.46
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	181	176	97.24	2.76	4.55
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	533	519	97.37	2.63	14.84
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	145	140	96.55	3.45	7.14

CAASPP Test Results in Science for All Students

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

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

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

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	6.12	8.59	11.64	13.54	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	413	398	96.37	3.63	8.59
Female	189	184	97.35	2.65	8.74
Male	224	214	95.54	4.46	8.45
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	20	18	90.00	10.00	5.56
Filipino	0	0	0	0	0
Hispanic or Latino	390	377	96.67	3.33	8.80
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	90	87	96.67	3.33	1.15
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	285	275	96.49	3.51	5.86
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	74	71	95.95	4.05	5.63

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	94.3%	94%	94.5%	94%	94.8%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

The Parent Center provides many opportunities for parents to be involved within the school. Parents are encouraged to visit their child's classrooms during instructional hours, conduct conferences with the counselors and administrators for academic, behavioral, and other concerns.

Our philosophy behind parent training and parent education is that well-informed parents help our community in general to develop well-rounded youngsters who will act conscientiously when they need to make decisions regarding academics now and in the future.

Hosler Middle School provides many opportunities for parent participation. Parents are always welcomed to become and be part of the Parent Center which is located on our campus. In addition, parents are encouraged attend parent workshops from at our school site and District Office. An example of a site-base workshop is a result of our partnership with the Los Angeles County Office of Education. Parents are able to attend workshops facilitated both by district staff and outside vendors that build their efficacy on supporting their student during middle school and beyond. On top of attending a variety of workshops, we have a steady flow of Parent Volunteers who assist with a myriad of tasks that enhance our school site.

The School Site Council (SSC) and English Language Advisory Council (ELAC) are policy setting organs through which parents are encouraged to actively participate in shaping events at Hosler Middle School. The School Site Council, consisting of parents, teachers, classified staff, students and administration, makes recommendations and decisions on all matters including the school's compensatory education budgets. Parents are involved in the school's implementation of the "Single Plan for Student Achievement." The development of the Single Plan for Student Achievement (SPSA) has the commitment of the stakeholders. For example, at the beginning of the year when the school site establishes the academic goals for the year (SPSA), parents and students are included in the meetings to provide feedback and make decisions about school programs. Parents also have the opportunity to attend the annual California Association for Bilingual Education (CABE) Conference.

Our contact persons for parent involvement are: Ambar Bojorquez (Instructional Lead), Kimberly Perez (Community Schools Case Manager) and Olga Quirarte (School's Community Liaison Officer).

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	823	804	246	30.6
Female	394	382	119	31.2
Male	429	422	127	30.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	44	41	20	48.8
Filipino	--	--	--	--
Hispanic or Latino	774	758	225	29.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	213	210	62	29.5
Foster Youth	17	15	6	40.0
Homeless	60	59	22	37.3
Socioeconomically Disadvantaged	790	774	239	30.9
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	149	148	47	31.8

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

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
3.15	3.21	4.5	2.9	3.27	2.79	3.6	3.28	2.94

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

This table displays expulsions data.

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

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

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.50	0.00
Female	5.08	0.00
Male	3.96	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	9.09	0.00
Filipino	0.00	0.00
Hispanic or Latino	4.26	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	5.16	0.00
Foster Youth	23.53	0.00
Homeless	3.33	0.00
Socioeconomically Disadvantaged	4.56	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	7.38	0.00

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

2025-26 School Safety Plan

Each year Hosler Middle School presents to the Lynwood Unified School District a new updated Comprehensive School Safety Plan for the school year. This plan is designed to provide students, staff, and parents, options and knowledge regarding ways to deal with criminal/gang related activities in and around the school. This Action plan is divided into the following components:

Component # 1.

A. People and Programs: The rich ethnic and cultural diversity of our school site combined with strong parent leadership, in collaboration with staff and administration, is designed to effect changes and respond to the safety needs expressed by the school community. Administration institutes support throughout the campus, counseling students via academic and socio-emotional support; using out Health Collaborative Partnerships. Programs in this School Safety Plan also chronicle plans that enable staff and students to practice and prepare for any form of potential emergency situations.

B. School's Social Environment: Staff members foster positive relationships through the reinforcement of the school wide behavioral expectations, which includes Be Respectful, Be Responsible, and Be Safe. Pride cards are used as incentives for students who exhibit positive behaviors on campus. Pride cards are used for purchases in the PBIS Store, opportunity drawings, and ASB events. Parents at Hosler Middle School are supportive of the PBIS expectations and incentives and contained in the Student and Parent Handbook.

C. School's Culture: To maximize the number of students who take ownership and feel that they belong and are part of Hosler Middle School's family; the administration designs assembly programs which provide opportunities for students to be recognized for academic and citizenship achievement. In 2015-2016, Hosler Middle School started Positive Behavior Interventions & Supports (PBIS) implementation. Hosler is currently engaged in Tier II interventions and at the beginning stages of Tier III. Hosler also received recognition for the California State PBIS Community Cares Award.

Component# 2

A. Places: to provide optimum security for classrooms and walking areas, Hosler Middle School developed and implemented an emergency communication system that reaches all classrooms and can be heard in hallways and outside in preparation of any given emergency.

Campus security, teachers, and administrators supervise the school grounds (including the cafeteria, quad area, and athletic fields) to ensure student safety before, during and after the school day. Signs are posted throughout the campus to indicate all visitors must report to the administration office to register. All staff and visitors wear appropriate identifying badges.

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	12	27	3
Mathematics	26	10	21	6
Science	26	6	28	6
Social Science	24	12	24	3

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	20	17	25	4
Mathematics	25	10	9	16
Science	28	8	3	22
Social Science	24	9	20	7

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	20	18	19	3
Mathematics	20	21	15	1
Science	25	8	16	9
Social Science	24	10	14	7

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	293.33

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	8

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	9,498.77	262.68	9,236.09	117,658.83
District	N/A	N/A	5,006.89	108,606.51
Percent Difference - School Site and District	N/A	N/A	59.4	8.0
State	N/A	N/A	11,146	103,743
Percent Difference - School Site and State	N/A	N/A	-18.7	12.6

Fiscal Year 2024-25 Types of Services Funded

The Lynwood Unified School District is committed to academic excellence by providing the best possible learning opportunities for all students. Our district provides a wide variety of academic programs and socio-emotional services for students to reach their academic goals. Some of the programs and services provided for students in Lynwood Unified School District include:

- Title I
- Migrant Education
- SES Tutoring
- Title III - Interventions
- LCAP
- Language Proficiency Testing (ELPAC)
- AVID
- Special Education Services
- Resources for Foster Youth and Homeless Students
- Common Assessment Data Compilation
- Socio-emotional and Mental Health Counseling and Resources

Fiscal Year 2024-25 Types of Services Funded

- Social Emotional Lead Teacher
- Positive Behavior and Support (PBIS)
- Assistance with Health Insurance Enrollment
- Afterschool Programs
- Academic Fieldtrips

Fiscal Year 2023-24 Teacher and Administrative Salaries

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

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$60,886	\$62,783
Mid-Range Teacher Salary	\$92,083	\$97,783
Highest Teacher Salary	\$118,476	\$128,020
Average Principal Salary (Elementary)	\$148,791	\$160,224
Average Principal Salary (Middle)	\$150,920	\$166,992
Average Principal Salary (High)	\$167,880	\$180,971
Superintendent Salary	\$292,136	\$313,465
Percent of Budget for Teacher Salaries	26.31%	30.05%
Percent of Budget for Administrative Salaries	5.12%	5%

Professional Development

Teachers take time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Here you'll see the amount of time each year we set aside for their continuing education and professional development.

As we implement California Common Core Standards, English and Math teachers are receiving professional development which include coaching sessions. Science and Social Studies teachers are also receiving professional development to address and support California Common Core Standards and depth of knowledge.

Hosler is also implementing the district's multi-year professional development plan. This plan provides training for all coaches, administrators, and teachers and includes:

- SWUN Math
- Researched based professional development that supports students' needs and based on student data
- Instructional Coach Training
- Site Administrative Training and Coaching
- Summer Institute Training Opportunities related to Pedagogy and Social-Emotional Health
- Professional development for teachers & administrators on instruction in Standard English for African American students which includes follow up work with teachers and students; also Cultural Proficiency Training in Instruction

Hosler Middle School administrators and teachers also have the opportunity to attend Advancement Via Individual Determination (AVID) workshops throughout the school year. Professional development has been offered through the AVID program to teachers during faculty meetings regarding strategies for Cornell Notes, Critical Readings and Writing Strategies, Socratic Seminars and Tutorials.

There is on-going professional development is provided to teachers in order to ensure student achievement. Teachers have

Professional Development

also been able to attend other professional development such as AVID, CAFE, Subject specific Conferences, and others provided by the Los Angeles County Office of Education (LACOE). The school administrators presented upcoming trainings/workshops/conferences and ask teacher if they are interested to sign up. We have also recently started training/re-training staff on the Universal Design for Learning through the Howard Group. Based on the number of teachers interested in attending a particular training/workshop/conference, the decision is made based on who is most likely benefit most of students as well as if a particular teacher has attended a similar training/workshop/conference in recent years.

The administration is also facilitating professional development based on teacher best practices and effective teaching strategies. The goal is to build teacher capacity and instructional leadership within the professional learning community.

The district has also implemented a monitoring system to ensure the effectiveness of professional development for our staff. The monitoring system includes follow up sessions and site visits from district professional development facilitators.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	182	196	192