



Hughes Middle School

School Plan for Student Achievement
2025-2026

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

The SPSA contains the following:

Needs Assessment-

- School Demographics
- English Language Arts (ELA)
- Mathematics
- English Learners
- Culture/Climate Domain
- SPSA Effectiveness

Accountability Measure I: Increase Achievement-

- Core Programs (ELA, Writing, Math)
- Interventions
- Transitions

Accountability Measure II: School Climate

Accountability Measure III: Professional Development

- Professional Development
- Teacher Involvement

Accountability Measure IV: Parents and Community Involvement Assurances

- School Budget for Categorical Programs
- School Site Council (SSC) Membership
- English Learner Advisory Committee (ELAC) Membership
- ELAC Recommendations
- Assurances, Approval and Signatures

The School Site Council (SSC) completed a comprehensive needs assessment, including analyses of student performance in relation to the state academic content standards. In order to provide supplemental interventions, the SSC analyzed the academic performance of all students and

subgroups, and it considered the instructional program's effectiveness for at-promise students.

The School Site Council aligns the Strategic Plan and the Local Control Accountability Plan (LCAP) of the Long Beach Unified School District (LBUSD) into the SPSA. The LCAP Goals are presented at: <https://www.lbschools.net/lcap>. The LCAP Federal Addendum is presented at: <https://www.lbschools.net/departments/business-and-finance/fiscal-services/state-and-federal-programs/state-and-federal-required-plans>

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

Progress and components of LBUSD's Strategic Plan, viewable at <https://www.lbschools.net/departments/vision-2035/strategic-plan>, are rooted in the following core values:

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

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

Goal 1: Reading: Proficiency

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

Goal 2: Reading: Acceleration

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

Goal 3: Algebra Proficiency

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

Goal 4: College & Career Readiness

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

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

DCAC Recommendations:

- Provide more parent involvement and parent education training at all schools, including sending parent participants to conferences in order to empower and train parent leaders.
- Create and provide a more inviting, safe and welcoming climate/community atmosphere at all sites for all cultures, parents and students.

DELAC Recommendations:

Provide parent workshops to build capacity on specific topics such as the Local Control Funding Formula (LCFF), LCAP and SSC to better understand how each functions; ways to support English Learners in order to reclassify sooner; tips on effectively communicating and partnering with school staff.

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

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

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

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

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

Title I Schools

The Superintendent or designee shall involve parents/guardians and family members in establishing district expectations and objectives for meaningful parent/guardian and family engagement in schools supported by Title I funding, developing strategies that describe how the district will carry out each activity listed in 20 United States Code (U.S.C.) § 6318, as contained in the accompanying administrative regulation, and implementing and evaluating such programs, activities, and procedures. As appropriate, the Superintendent or designee shall

conduct outreach to all parents/guardians and family members.
California Education Code § 11503; 20 U.S.C. § 6318

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

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

Comprehensive Needs Assessment: English-Language Arts

ELA Findings

ELA Finding Hughes

Overall, SBAC scores have shown a slight improvement over the last three years.

ELA teachers are deeply committed to high-quality instruction in reading and writing, using a variety of strategies to benefit every student in our school. The implementation of Quality Core Instruction is evident across all subjects and grade levels on our campus. Equity in the educational process is central to our commitment to engaging every student through a variety of strategies. The use of GATE strategies, ELLevation, and other components supports the development of a depth of knowledge and critical thinking.

Data analysis guides teacher instruction. The first-trimester i-Ready diagnostic serves as our baseline for measuring yearly growth and development. SBAC measures typical growth for the year.

% Met or Exceeded Typical Growth Target in English Language Arts iReady

6th grade= 50%

7th grade= 58%

8th grade 51%

Overall = 53%

SBAC Results, SBAC Growth Target Data

Accelerated Growth = 44% (9% Increase),

Above Target Growth = 13% (2% Decrease),

Below Target Growth = 12%, Negative = 32% (7% Improvement).

Our results show that 24% of students exceeded the SBAC ELA benchmark (a 5% increase) and 31% met it. Concerning ELA, 22% of students were nearly met on the SBAC, and 23% were not met.

Our school is following closely two of the seven subgroups, African American and English Learner, out of the orange and red dashboard category, because those two groups are not showing improvement in our three-year cycle. African Americans show a 5% decrease. According to the Dashboard's red and orange categories, 12% of our AA students exceeded SBAC in ELA, 28% met, 25% were nearly met, and 36% were not met (a 5% decrease). The other group that

followed closely is the English Language Learner and the Long-Term English Learner. 0% of our English Learners and Long-Term English Learners exceeded the SBAC ELA standards; 1% met; 29% nearly met; and 69% did not meet.

However, our other target groups: Hispanic students, economically disadvantaged students, Homeless students, Students of more than one race, Foster Students, and Special Education students showed stagnation and, in some cases, modest improvement.

Black/African-American students are showing accelerated growth in ELA. By June 2026, with a focus on increasing the percentage of Black/African-American students scoring Met/Exceeded in ELA by 10%.

CALIFORNIA DASHBOARD. These are the specific goals for our students, as detailed in the dashboard. According to the DASHBOARD, Hughes had analyzed the needs of our subgroups. Subgroups in the red or orange categories: Hispanic students, English Language learners, Long-Term English Language learners, African American students, Economically disadvantaged students, Homeless students, Students of more than one race, Foster Students, and Special Education students. Our goal is for our subgroups to increase their percentages in English Language Arts and Mathematics, outpacing the general population over the next 3 years and eventually closing the gap with the general student population. We plan to include all students in the orange and red categories in our tutoring sessions, Homework House, and targeted classes, such as College and Career Readiness, to meet the specific needs of our target population.

According to the California School Dashboard, we are in the Orange category for English Language Arts. We maintained a score of 2.9 points, which is 5.9 points below the standard. The dashboard explores 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. Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills students need to be on track for college and career readiness at their grade level.

ELA Goals

SBAC Goal

By the end of June 2026, all of our students will increase their SBAC scores by 6%.

Our goal for this school year, 2026, is to increase the number of students in Grades 6-8 who scored at the Not Met achievement level on the state SBAC-ELA assessment in 2025 and did not demonstrate the target growth, to increase from 38% in June 2025 to 44%. Another parameter is the students' scores in the Met or Exceed level category. Our goal is for 58% to score on the SBAC ELA, an 6% improvement from 2025. In addition, by June 2026, 38% all of Hughes students will show accelerated growth in ELA, with a 6% increase. (Our ELA goal is aligned with Board Goal 2).

I-Ready Goal

By the end of June 2026, all of our students will increase their I-Ready scores by 6%.

By June 2026, 30% of students in grades 6-8 who were Not Met on the prior-year SBAC ELA will meet their stretch growth target on i-Ready Reading, up from 24% in the previous year. (aligned with Board Goal 2)

Goals for CALIFORNIA DASHBOARD Orange and Red categories:

Hughes analyzed the needs of our subgroups and concluded that, based on our historical collective data, our goal for all red and orange categories is also 6% on the SBAC.

For the I-Ready goal, the Red and Orange Dashboard levels are 30% stretch goals for Assessments 1-4.

The I-Ready goal for Dashboard Red and Orange is that 30% of our students will achieve their stretch goal across I-Ready Assessments 1-4. Subgroups in the red or orange categories: Hispanic students, English Language learners, Long-Term English Language learners, African American students, Economically disadvantaged students, Homeless students, Students of more than one race, Foster Students, and Special Education students. Our goal is for our subgroups to increase their English Language Arts performance, eventually closing the gap with the general student population. Hughes keeps the goal realistic and attainable for every student, including these students in our focus subgroups. We plan to include all students in the orange and red categories in our tutoring sessions, Homework House, and targeted classes, such as College and Career Readiness, to meet the specific needs of our target population.

Moving forward, our goal is to continue engaging students with ELLevation strategies, use data analysis, and monitor student achievement quarterly to improve and adjust our instruction throughout the school year. Our main goal is to create an equity-centered classroom that affirms students' identities and sense of belonging through collaboration, discussion, and multiple perspectives to sustain and promote students' development.

Part of our goal is the implementation and modifications of programs for this school year, to increase student achievement, especially students in the red and orange categories: Hispanics, African American, English Learners, Long Term English Learners, Estudes with Disabilites or Special Educattion students, Economically Disadvantage, Homeless Students, Foster Students with more that one race, and our Foster Students, that has been part of our three year cicle.

Our goal is to provide these strategic, measurable metrics within a defined timeframe. These strategies will focus on providing additional resources in specific areas for all our students, and especially our red and orange dashboard categories, to ensure growth and development:

Homework House
Saturday School
Tutoring Clubs
Quality Curriculum Instruction (QCI)
ELLevation Strategies
Professional development
Data Analysis and Goal Setting
Model of Inclusion in the Instruction
Culturally Relevant Classrooms
Culturally Relevant Curriculum.

ELA Goals

Action Plan Summary for ELA:

We plan to ensure that our subgroups, Hispanic, English Language learners, Long-Term English Language Learners, Forster Students, African American students, Economically disadvantaged, Homeless, and Special Education students, and students with more than one reces, achieve their target growth with a combination of strategies. School staff will focus on three areas in their feedback to support student achievement. Environment & Visuals: Learning Intentions and Success Criteria posted, updated daily, and referenced during lessons (What we are learning, Why, and How you know you have learned it). Instructional Practices: High-level, rigorous tasks. Culturally responsive practices: Formative and summative assessments (exit tickets, collaborative tasks). Student Engagement & Ownership: Students engaged in structured academic conversations: data talks and goal setting. We will also have targeted interventions. Project Optimism, Scholars Club, ELLevation Strategies, The Hidden Genius Project

Progress Monitoring Summary for ELA:

Progress Monitoring Plan for Dashboard Red-Level Subgroups. Our School Site Council and our Instruction and Intervention Coordinator will develop a quarterly monitoring plan for data assessment, such as iReady, Unit Tests, and district assessments.

This is how we will achieve our goal:

Summary: We will ensure our subgroups meet their targets through a combination of strategies. School staff will focus on three key areas in their feedback to support student achievement. Environment & Visuals: Learning Intentions and Success Criteria posted, updated daily, and referenced during lessons (What we are learning, Why, and How you know you have learned it). Instructional Practices: High-level, rigorous tasks. Culturally responsive practices: Formative and summative assessments (exit tickets, collaborative tasks). Student Engagement & Ownership: Students engaged in structured academic conversations. Data-driven approaches and goal setting will also involve targeted interventions. Project Optimism, Scholars Club, ELLevation Strategies, and Hidden Genius Project Progress Monitoring Summary: Progress Monitoring Plan for Dashboard Red-Level Subgroups. The School Site Council and our Instruction and Intervention Coordinator will develop a quarterly monitoring plan for data assessment, including iReady, Unit Tests, and district assessments.

Comprehensive Needs Assessment: Mathematics

Math Findings

Math Findings:

Math teachers are committed to providing high-quality instruction through a variety of strategies to benefit every student in our school. The implementation of

Quality Core Instruction is evident across all grade levels on our campus. Math instruction guides students in deconstructing problems and developing critical mathematical thinking. Equity in the educational process is central to our commitment to engaging every student through a myriad of strategies. The use of GATE strategies, the ELlevation, and other components supports the development of depth and complexity of knowledge and critical thinking. Data analysis guides teacher instruction. The first-trimester i-Ready diagnostic serves as our baseline for year-long growth. SBAC measures typical growth for the year. Edulastic and District Unit tests are more immediate measurements that drive changes in instruction and next steps.

Although we improved our math slide by the end of the school year, our students did not meet our SBAC growth goal in Mathematics. For the 25-26 school year, we are taking steps and are committed to achieving the math stretch-and-growth goal. These are the SBAC percentages achieved by our students as of June 2025, broken down by general achievement level and grade.

Change from 2024 to 2025: +3.66%

School Overall Achievement in Math:

Grade	Math: Minimal	Math: Developing	Math: Proficient	Advanced
Grade 6	37.18%	26.41%	15.13%	21.28%
Grade 7	27.75%	21.47%	19.63%	31.15%
Grade 8	37.43%	22.51%	17.02%	23.04%

% Met or Exceeded Typical Growth Target in Mathematics iReady

6th grade= 51%
 7th grade= 62%
 8th grade= 59%
 Overall = 57%

SBAC Results

SBAC Growth Target Data
 Accelerated Growth = 37% (2% Decrease)
 Above Target Growth = 11% (4% Decrease)
 Below Target Growth = 12% (1% Decrease)
 Negative = 39% (6% Increase)

Math Goals

SBAC Math Goal

Our goal is for 45% of students to show accelerated growth in Math of 6% by the end of June 2026. Also, by June 2026, 30% of students in grades 6-8 who were Not Met on the prior-year SBAC Math will meet their stretch growth target.

I-Ready Goal for Math:

By the end of June 2026, all of our students will increase their I-Ready scores by 6%.

I-Ready Math, up from 24% in the previous year. (aligned with Board Goal 2)

We expect our students from 6th-8th grade to be at or above grade level in the Algebra and Algebraic Thinking domain on i-Ready at Diagnostic 3. (Board Goal 3)

CALIFORNIA DASHBOARD Goals for Orange and Red categories:

By June 2026, 48% of students in the Dashboard subgroups: Hispanics, African Americans, English Learners, Long Term English Learners, Students with Disabilities or Special Education students, Economically Disadvantaged, Homeless Students, Foster Students with more than one race will score at Met/Exceeded by 6%. 48% of students will score Met/Exceeded on SBAC. The I-Ready will mirror the school's 6% increase.

Hughes analyzed the needs of our subgroups and concluded that, based on our historical collective data, our goal for all red and orange categories is also 6% on the SBAC.

For the I-Ready goal, Dashboard Red and Orange are 30% stretch goals for the final Assessment.

One of our primary goals is to achieve equity in the educational process, which is central to our commitment to engaging every student through a range of strategies to strengthen mathematical reasoning, logical concepts, and the ability to analyze word problems. We are using GATE strategies, the ELLevation, and other components to support the development of depth and complexity of knowledge and critical thinking.

In addition, we are working on a variety of programs to be implemented this school year to achieve our goal in math:

Homework House

Tutoring Programs

QCI or Quality Curriculum Instruction

Homework Clubs

Teachers' Office Hours

Culturally Relevant Curriculum

Part of our goal is to implement this instructional focus that can be applied to math in all grade levels: Read carefully, Reflect on what type of task the problem

is asking, and Respond showing all the necessary steps needed.” Class observations will be conducted, with targeted feedback on math and classroom management. In addition, grade optional conferences will be held to improve communication with families about academics.

A primary goal is to create an equity-centered classroom that affirms students' identities and sense of belonging through collaboration, discussion, and diverse perspectives, thereby sustaining and promoting students' development. We are also implementing modifications of programs for this school year to increase student achievement, especially students in the red and orange categories: Hispanics, African American, English Learners, Long Term English Learners, Estudes with Disabilites or Special Educattion students, Economically Disadvantage, Homeless Students, Foster Students with more that one race, and our Foster Students, that has been part of our three year cycle.

Math Action Plan Summary:

We plan to ensure that our subgroups achieve their targets through a combination of strategies: School staff will focus feedback on three areas to support student achievement. Environment & Visuals:

Learning Intentions and Success Criteria are posted, updated daily, and referenced during lessons

What we are learning: Why, and how you know you have learned it

Instructional Practices: High-level, rigorous tasks.

Culturally responsive practices:

Formative and summative assessments through the lesson.

(Warm-ups, Exit tickets, and collaborative tasks.

Student Engagement & Ownership: Students engaged in structured academic conversations

Data talks and goal setting.

We will also have targeted interventions open for all students, especially for the students described in our red and orange dashboard categories:

Project Optimism,

Different Scholars Club

ELLevation Strategies

The Hidden Genius Project

Homework Clubs

Teachers' Office Hours

After School Tutoring

Math Progress Monitoring Summary:

Progress Monitoring Summary:

Progress Monitoring Plan for every student, including students in the Dashboard Red-Level Subgroups. Our School Site Council and our Instruction and Intervention Coordinator will develop a quarterly monitoring plan for data assessment, such as iReady, Unit Tests, and district assessments.

Action Plan Summary: We plan to ensure that our red and orange Dashboards subgroups, Hispanic, English Language learners, Long-Term English Language learners, African American students, Economically disadvantaged, homeless, and Special Education students achieve their growth and stretch goals.

During classroom visits, walkthroughs, and informal visits, administrators will focus on identifying evidence of Instructional Practices: High-level, rigorous tasks. Culturally responsive practices: Formative and summative assessments, exit tickets, collaborative tasks.

The Red and Orange Dashboard categories for our subgroups' plan of achievement are more targeted to meet their specific needs. For our Hispanic, English Language Learners, Long-Term English Learners, African Americans, Economically Disadvantaged, Special Ed, and Homeless students, invitations are sent to encourage attendance at the math club to support mathematical concepts. Additionally, Special Education has a remedial support class that further explains mathematical reasoning.

After analyzing the math data, students will reflect on their work and scores for each diagnostic. The objective will focus on three key points: analyzing the question, executing the operation, and interpreting the final answer—all of which will deepen our understanding of the process. As a school, we offer district tutoring based on iReady math results; however, we recognize the need for targeted programs/support to achieve this goal. We have implemented our Math Scholars Club gear to offer students support with math concepts. In addition, teachers are offering office hours to help students with specific questions.

We plan to ensure that our subgroups achieve their targets through a combination of strategies: School staff will focus feedback on three areas to support student achievement. Environment & Visuals: Learning Intentions and Success Criteria posted, updated daily, and referenced during lessons (What we are learning, Why, and How you know you have learned it). Instructional Practices: High-level, rigorous tasks. Culturally responsive practices. Formative and summative assessments (including exit tickets and collaborative tasks). Student Engagement & Ownership: Students engaged in structured academic conversations: data talks and goal setting. We will also have targeted interventions. Project Optimism, Scholars Club, ELLevation Strategies, The Hidden Genius Project

Comprehensive Needs Assessment: English Learners

English Learner Findings

English Language Learners Findings

Our students did not meet the expected growth on the SBAC due to various factors; however, we are making strides and, little by little, getting closer to achieving our goal.

Hughes is deeply committed to helping our EL students acquire English-language skills, regardless of their current proficiency level. Teachers use various strategies to scaffold lessons across subjects, core, and elective areas. Embedded in the lessons, teachers address the needs of EL students to facilitate both language acquisition and content learning. Our purpose is to help students internalize and transfer key concepts into their target language, regardless of their current English proficiency level.

ELPAC Assessment 24-25

The total number of English Language Learner Students is 90.

Distribution by grade level

6th Grade 35

7th Grade 35

8th Grade 20

According to the LPAC Diagnostic and I-Ready Test

Beginning Language or level one 23.2%

Somewhat Developed or level two 29.5%

Moderate Developed or level three 43.5 %

To ensure the success of our ELLs, we created a multi-level plan to help students acquire English more quickly and transfer knowledge from their primary language to English.

ELLevation Strategies embedded in the content.

Glossary of key vocabulary words for the unit/lesson.

After-school tutoring for ELLs to support content and language acquisition.

English Language support class as an elective.

The school Counselor will monitor ELLs' attendance weekly.

TAB card for public transportation, if needed.

Bilingual, Spanish, parent liaison to facilitate communication.

We need to be more intentional about monitoring EL student performance and begin providing tutoring services earlier. We need to use the i-Ready Diagnostic

2 data as a formative tool to adjust our interventions. We will also continue working to fill our college aide openings to support our ELL students. We will implement our EL tutoring program this fall semester.

English Learner Goals

English Language Learners' Goals:

Our goal for the end of June 2026 is for every English Learner to improve by 1 level on the ELPAC assessment and by 10% on the SBAC.

After analyzing the data, we conclude that we need targeted programs for areas that require specific attention, such as our English Learners and our Long-Term English Learners, both of which are part of our Dashboards Red and Orange categories. We are committed to supporting our dashboard targeted groups in meeting their needs and achieving their goals. Specifically, we need to implement a reading intervention course to assist struggling readers in our orange categories: ELLs, Long-Term ELLs,

Our school staff is committed to helping our English Language Learners stay on track with the English Language Acquisition goals. Teachers review the first I-Ready and the district. SSC and our Instruction Intervention Coordinator will develop a monitoring plan for data analysis, including iReady, Unit Tests, and district assessments. All collected data will be shared with the ELA and the CCR teachers to conduct a half-year recalibration of strategies to ensure student success.

After analyzing the I-Ready Assessment number one data, teachers will identify the types of questions most students missed and isolate the question styles for further instruction or mini-lessons on how to answer them.

Mock test questions will be used as warm-ups and exit tickets to help students become familiar with the format and types of questions. This can be used several times throughout the week to monitor students' progress.

English Learner Goals

Action Plan Summary:
We plan to ensure that our English Language Learners and Long-Term Language Learners achieve their targets through a combination of initiatives. School staff will focus on three areas to support student achievement. Environment & Visuals: Learning Intentions and Success Criteria posted, updated daily, and referenced during lessons (What we are learning, Why, and How you know you have learned it). Instructional Practices: High-level, rigorous tasks. Culturally responsive practices: Formative and summative assessments (exit tickets, collaborative tasks).

ELLevation Strategies embedded in everyday lessons.
Teachers post key vocabulary words daily.
CCR classes for students developing English as their second language.
Professional Development with emphasis on ELL strategies
Teachers office hours

Comprehensive Needs Assessment: Culture/Climate Domain

Culture/Climate Findings

Findings for Sense of Belonging
Hughes Middle School has one of the most culturally diverse student populations in the district. We appreciate our students' varied backgrounds, cultures, and primary languages. Our school assesses the climate for students, parents, and staff three times a year through The Pulse survey. The Pulse Survey is given each trimester to gauge our school environment and students' sense of belonging, identity, and agency. Pulse results indicate that, although our data show a strong sense of belonging, there is still room to improve.

Belonging 74% showing + 2% Improvement
Identity 85% showing + 2% Improvement
Agency 80% showing + 1% improvement

Climate and Culture Findings:
Hughes takes special care to maintain the school's climate and culture, recognizing their importance to our students' well-being. Climate and culture encompass categories such as attendance, suspension rates, and sense of belonging. At our school, the culture and climate are foundational to student success, reflecting our values and the emotional, physical, and social atmosphere of our middle school. At our school, we understand that a positive,

supportive environment is created through safe, engaging, and welcoming environments that foster strong relationships, ultimately improving student achievement, behavior, and staff morale.

Attendance Findings:

During the 2024-2025 school year, Hughes had an overall attendance rate of 95.7%. While this reflects strong overall attendance compared to other schools in our district, several subgroups fell slightly below that benchmark. Hughes understands the importance of attendance to our students' success. If they don't attend, students miss part of their development at certain levels. At school, we are working to break a cycle: some students miss many school days, their grades suffer, and, as a result, they miss even more school because they feel behind. Hughes is determined to help students attend school regularly.

Attendance Percentage for the Red and Orange Dashboards Categories for 2025

Hispanic 93.5%

African American students: 94.9%

English Language Learners (ELLs): 94%

Long Term EL and RFEP 94.3%

Economically disadvantaged students: 93.6%

English Learners 93.2%

Two or More Races 94.9%

Students with disabilities: 92.2% (lowest subgroup rate)

Hispanic students: 93.5%

Homeless 92.7%

Foster Students 92.7%

Attendance, other Subgroups No Red or Orange

White 96.0%

Asian 97.0%

Filipino 97.0%

Male 94.5%

Female 94.5%

Findings of Chronic Absenteeism by Subgroups

African American students: 22.4%

English Language Learners (ELLs): 29.7%

Long Term English Learners (LFEP) 30.0%

Economically disadvantaged students: 23.9%

English Learners 29.7%

Two or More Races 20.2%

Students with disabilities: 30.9% (lowest subgroup rate)

Hispanic students: 18.8%

Homeless: 24.7 %

White (less than other groups)

Suspensions

Findings for Suspension Rates:

The Suspension Rate at Hughes Middle School on the California School Dashboard increased in the red category, up 9.4% from the previous year to 8.6%. In 2025, the suspension rate increased by 0.3% to 9.4%, placing it in the red category.

Attendance and suspension data show a slight 0.03% increase in the overall percentage. The overall suspension rate for Hughes, with nearly 1,300 students enrolled, was 9.4% (students suspended at least once).

Suspension rates were notably higher among specific subgroups:

Red and Orange Dashboard Categories 2025

Students with disabilities: 28.1%

African American students: 25.8%

Unhoused or Homeless youth: 17%

English Language Learners (ELLs): 11.6%

Hispanics

Foster Students

Long-term English Learner

Two or more Races

The data underscores that students with disabilities and African American students experienced the highest suspension rates, signaling a need for targeted support and intervention. To strengthen our school's culture and climate, a team of teachers and administrators participated in Safe and Civil workshops and conferences, resulting in revisions to our C.H.A.M.P. strategies and the implementation of an enhanced Safe and Civil program. As part of this initiative, Expectations Assemblies and Advisory lessons were designed to support a multi-step behavior improvement plan. Teachers, in collaboration with the Safe and Civil Team, actively monitor common areas and collect data on the effectiveness of these strategies. Our school has partnered with CCEJ to provide professional development for staff on building community and fostering belonging, to improve attendance. These efforts directly support our culture and climate goals as well as our attendance.

The Safe and Civil Team, Leadership Team, and Site-Based Decision Making (SBDM) Team work together to analyze referral and lunch detention data, using these findings to guide interventions and next steps. In addition, Restorative Justice (RJ) remains a central component of our discipline model. RJ practices emphasize repairing harm through inclusive processes that promote safe, meaningful resolution. One key practice, the use of community circles, strengthens relationships, fosters accountability, and improves the overall school climate.

Culture/Climate Goals

Attendance Goals:

Overall Attendance Goals:

By the end of June 2026, our goal for overall attendance is 96.5%.

Our overall attendance during the 2024-2025 school year was 95.7%, which is close to the average. Hughes had an overall attendance rate of 95.7%. While this trend reflects strong overall attendance, we agree that several subgroups fell slightly below that benchmark. We reflect the sentiment of our school district, which places special emphasis on daily attendance to improve and maintain a strong standing in our school.

Chronic Absentism Goal for the Red and Orange Dashboard Categories:

By the end of June 2026, our goal is to reduce Chronic absenteeism by 2.5%

Our goal is to reduce chronic absenteeism by 2.5% by the end of June 2026.

After careful consideration by our staff, we determined that for our Orange and Red Dashboard category subgroups: Hispanics, African Americans, English Learners, Long Term English Learners, Students with Disabilities or Special Education students, Economically Disadvantaged, Homeless Students, Foster Students with more than one race we will set a 2.5% goal to ensure it is realistic and attainable, and to improve the sense of success in this critical area. After achieving the 2.5% target, our subgroups will feel they have met the goal, not just a number, but a tangible success.

Attendance Action Plan:

The attendance action plan includes a dedicated full-time counselor to oversee the attendance team. The attendance team comprises our counselor, the attendance secretary, and the admin team. When a student has more than two unexcused absences in a week, the counselor calls home, develops a plan, and offers resources.

In addition, we have a reward system to incentivize student attendance. We work closely with restaurants that offer students free meals for perfect attendance as part of their incentive program.

Home visits are part of the attendance program. If a student is chronically absent, the attendance team conducts a home visit to offer resources, provide an attendance contract, and ensure the student's needs are met so the student can attend school.

Attendance Monitoring Plan:

Our school counselor closely monitors our students' attendance. Attendance is monitored weekly; different reports are run and analyzed to determine a weekly plan to increase attendance. We run a monthly report to identify attendance trends and opportunities for improvement. As part of the monitoring plan,

automated phone calls are scheduled for students who are absent or late to any period. As an institution close to the community, we understand that current circumstances may negatively affect student attendance, so we emphasize that our school is a safe place for students.

Goal for Sense of Belonging

Sense of Belonging Goal: By June 2026, Hughes will increase the sense of belonging for all students by 3% as measured by the Pulse Survey, up from 74% in June 2025.

Our goal for this year is to strengthen the Sense of Belonging.

Hughes Middle School is actively working to increase a sense of belonging, given that our school has one of the most culturally diverse student populations in the district. We appreciate our students' varied backgrounds, cultures, and primary languages. Our school assesses the climate for students, parents, and staff three times a year through The Pulse survey. The Pulse Survey is given each trimester to gauge our school environment and students' sense of belonging, identity, and agency. Pulse results indicate that, although our data show a strong sense of belonging, there is still room to improve.

Goal for the End of 2026

Belonging 74% showing + 2% Improvement Goal +3% to 79%

Identity 85% showing + 2% Improvement Goal +3% to 90%

Agency 80% showing + 1% improvement Goal +3% to 85%

Action Plan for Sense of Belonging

We developed a multi-layer approach to increase students' sense of belonging. Our school is implementing several events and activities to celebrate students' success. In addition, our school is developing an action plan to ensure students feel valued by our school community. We are implementing cultural sensitivity and inclusion for all students in our school. Our action plan centers on strengthening students' sense of belonging within the school community. By using belonging phrases daily, we emphasize connection, inclusion, and pride in our school culture. Students are provided with a variety of opportunities to engage, such as clubs, sports, and lunchtime activities, and are celebrated through a range of incentives.

In addition, we have partnered with CCEJ to provide professional development for staff on building community and fostering belonging. These efforts directly support our culture and climate goals. To further reinforce a culture of respect and responsibility, teachers deliver advisory lessons that promote connection and belonging. A variety of recognition activities and events also highlight student success, including: Students of the Month, Ready Improvement Awards, GPA Recognitions (3.0-3.49 and 3.50-4.0), Perfect Attendance Incentives, Winter Fest (Grades/Behavior), Spring Fest (Grades/Behavior), Student Store (Hughes Heroes Currency)

Some of the items in this action plan are:

Culturally Diverse Clubs
Sankofa Village
YGT Club and Performances
Dream Big Club
Spring Fair
Thematica Dances
Student of the Month
Perfect Attendance
GPA Celebrations Assembly
I-Ready Improvement Assembly
Sport Rallies
Sponsor Games
Family Nights

Monitoring for Sense of Belonging

Pulse is a student survey we administer three times annually to assess belonging, identity, and agency. The school staff analyzes data from the first Pulse Survey and uses it as a baseline to monitor progress toward our goals. To strengthen our school's culture and climate, a team of teachers and administrators conducts a mid-year review of our C.H.A.M.P. strategies and implementation of an enhanced Safe and Civil program.

In addition, Teachers, in collaboration with the Safe and Civil Team, actively monitor common areas and collect data on the effectiveness of these strategies. This data is analyzed, and we can make changes to improve the outcome. The Leadership Team and the Site-Based Decision Making (SBDM) Team work together to analyze referral and lunch detention data, using these findings to guide interventions and next steps. In addition, Restorative Justice (RJ) remains a central component of our discipline model, and data is collected to see trends in real time.

Suspension Goals:

Goal for Suspension Rates:

By the end of June 2026, our goal is to decrease the suspension level by 1%.

Our shared goal is to achieve a 1% reduction in suspension levels across the board by the end of the school year.

Goal for Dashboards Red-Levels Subgroups (Suspensions)

Suspension Rate: By June 2026, our suspension rate will decrease by a percentage point.

Our attendance improvement goal centers on strengthening students' sense of belonging within the school community. By using belonging phrases daily, we emphasize connection, inclusion, and pride in our school culture. Students are provided with a variety of opportunities to engage, such as clubs, sports, and lunchtime activities, and are celebrated through a range of incentives.

A variety of recognition activities and events also highlight student success, including: Students of the Month, Ready Improvement Awards, GPA Recognitions (3.0-3.49 and 3.50-4.0), Perfect Attendance Incentives, Winter Fest (Grades/Behavior), Spring Fest (Grades/Behavior), Student Store (Hughes Heroes Currency)

Progress Monitoring Summary:

The administrative team regularly reviews referral and suspension data for targeted groups to track student progress and identify areas of need. Based on this information, the team develops action plans and implements effective strategies to monitor improvement. Data is also shared and analyzed collaboratively with teachers to guide targeted interventions. Pulse survey results highlight the need to strengthen students' sense of belonging, which will be our primary focus for the year. In addition, we will monitor suspension rates across subgroups and aim to reduce overall suspension levels by 3% by June 2026.

Action Plan for Sense of Belonging:

Our action plan centers on strengthening students' sense of belonging within the school community. By using belonging phrases daily, we emphasize connection, inclusion, and pride in our school culture. Students are provided with a variety of opportunities to engage, such as clubs, sports, and lunchtime activities, and are celebrated through a range of incentives.

In addition, we have partnered with CCEJ to provide professional development for staff on building community and fostering belonging. These efforts directly support our culture and climate goals. To further reinforce a culture of respect and responsibility, teachers deliver advisory lessons that promote connection and belonging. A variety of recognition activities and events also highlight student success, including: Students of the Month, Ready Improvement Awards, GPA Recognitions (3.0-3.49 and 3.50-4.0), Perfect Attendance Incentives, Winter Fest (Grades/Behavior), Spring Fest (Grades/Behavior), Student Store (Hughes Heroes Currency)

Progress Monitoring Summary for Dashboard Red and Orange Categories:

The Orange and Red Dashboard category for suspension goal aims to decrease the overall suspension goal by 1% and by 1.5% for African Americans and students with special needs, as well as our other red and orange targeted Dashboard groups: Hispanic, English Language learners, Long-Term English Language learners, African American students, Economically disadvantaged, homeless, and Special Education students respectively. The administrative team

regularly reviews referral and suspension data for targeted groups to track student progress and identify areas of need. Based on this information, the team develops action plans and implements effective strategies to monitor improvement. Data is also shared and analyzed collaboratively with teachers to guide targeted interventions. Pulse survey results highlight the need to strengthen students' sense of belonging, which will be our primary focus for the year. In addition, we will monitor suspension rates across subgroups and aim to reduce overall suspension levels by 3% by June 2026.

Comprehensive Needs Assessment: SPSA Effectiveness

SPSA Effectiveness				
Area	Prior Year Goal	Status	Data Analysis of Goal Attainment and Selected programs and services that impacted goal attainment	For this school year, what modifications may be planned for programs and services to have more positive impact on current year goals
ELA	<p>1) By June 2025, 45% of students will show accelerated growth in ELA, focusing on increasing the % of Black/African-American students showing accelerated growth in ELA by 8%. By June 2025, 58% of students will score Met/Exceeded on SBAC ELA ,an 8% improvement from 2024, focusing on increasing the percentage of Black/African-American students scoring Met/Exceeded in ELA by 10%.</p> <p>Moving forward, we will continue engaging students using ELlevation strategies and data</p>	Goal Partially or Not Met	<p>School Overall Achievement in ELA: Met or Exceeded 55.38%</p> <p>Exceeded 24.25% Stardant Met 31.13% Merely Met 21.84% Not Met 22.79%</p> <p>By Grade Level 6th grade Met/Exceed 45% 7th grade Met/Exceed 68% 8th grade Met/Exceed 56%</p> <p>6th grade Not/Nearly Met 55% 7th grade Not/Nearly Met 32% 8th grade Not/Nearly Met 44% Overall = Not/Nearly Met 44%</p>	<p>After analyzing the data, we conclude that we need more targeted programs and support to achieve our goals for next year. Specifically, we would like to implement a reading intervention course to assist struggling readers. Our students will engage in reflective work around each diagnostic assessment, emphasizing the need for these targeted programs and support to meet our objectives. We are implementing a reading intervention program to support students who struggle with reading.</p>

	<p>analysis and monitor student achievement quarterly to drive our instruction. Our main goal is to create an equity-centered classroom that affirms student identities and belonging through collaboration, discussion, and multiple meanings to sustain and promote students' development.</p> <p>Modifications and programs to be implemented this school year: Homework House Saturday School Tutoring Programs Quality Curriculum Instruction (QCI) ELLevation Strategies</p>		<p>Our students did not meet the expected growth in English Language Arts due to various factors; however, we are making strides and have gotten very close to our goal.</p>	
Math	<p>1) By June 2025, 45% of students will show accelerated growth in Math with a focus on increasing the % of Black/African-American students showing accelerated growth in Math by 6%. By June 2025, 48% of students will score Met/Exceeded SBAC Math, with a focus on increasing the percentage of Black/African-American students scoring Met/Exceeded in Math by 10%.48% of students will score</p>	<p>Goal Partially or Not Met</p>	<p>Students did not attain their SBAC growth goal in Mathematics. These are the SBAC percentages achieved by our students as of June 2025, broken down by general achievement level and grade.</p> <p>School Overall Achievement in Math: Met or Exceeded 42.37%</p> <p>Exceeded 25.13% Stardant Met 17.24%</p>	<p>As the numbers indicate, Hughes students are making progress toward achieving their growth and stretch goals.</p> <p>After analyzing the math data, students will engage in reflection about their work and scores in each diagnostic. The objective will be centered on three key points: analyzing the question, executing the operation, and understanding the final answer—all this reflection aiming to achieve a deeper understanding of the process. As a school, we offer district tutoring based on iReady math</p>

Met/Exceeded SBAC Math, a 5% improvement from 2024
Equity in the educational process is central to our commitment to engaging every student using myriad strategies. The use of GATE strategies, the ELLevation, and other components support the development of depth and complexity of knowledge and critical thinking.

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

We are committed to preparing our students for high school and beyond by increasing literacy for all our targeted groups: AA, ELL, SPED, and Homeless. Hughes is intentionally implementing school-wide literacy strategies in every subject, and we expect to see an increase in the SBAC scores for our targeted groups by June 2025. In addition, by June 2025, our SBAC math scores will increase. In addition, African

Merely Met 23.48%
Not Met 34.14%

6th grade Not/Nearly Met 64%
7th grade Not/Nearly Met 58%
8th grade Not/Nearly Met 68%

Overall = Not/Nearly Met 57.62%

As the numbers indicate, Hughes students are making progress toward achieving their growth and stretch goals.

results; however, we recognize the need for targeted programs/support to achieve this goal. We offer Math Homework House four days a week.

We have currently funded an additional math development course.

	<p>American and English Learners, special education, and our homeless population students will show a 7% growth in math and ELA.</p> <p>Our instructional focus is “Read, Reflect, Respond.” With literacy as the focus, we will continue to support teachers with questioning strategies. Class observations will occur, with focused feedback around literacy and classroom management strategies. In addition, grade conferences will occur in November and April to increase communication with families regarding academics.</p>			
English Learner	<p>1) To ensure the success of our ELLs, we created our multi-level plan to help our students acquire the English language faster while transferring knowledge from their primary language to English.</p> <p>ELLevation Strategies embedded in the content. Glossary of key vocabulary words for the unit/lesson. After-school tutoring for ELLs to support content and language</p>	Goal Partially or Not Met	<p>Effectiveness of English Learners 25</p> <p>For the 2025-2026 school year, our students are required to achieve either typical growth or stretch goals on the SBAC and ELPAC tests.</p> <p>ELPAC Assessment 25-26</p> <p>Total Number of English Learner Students: 92</p>	<p>After analyzing the data, we conclude that we need more targeted programs and support to achieve our goals next year. We would like a reading intervention course/program to support struggling readers. We will have</p> <p>We aim to have 100% of our students increase their ELPAC Summative level by at least one level. We need to be more intentional in monitoring EL student performance and start providing tutoring services for EL students earlier. We need to use the i-Ready Diagnostic 2 data as a formative tool to adjust our</p>

	<p>acquisition. Saturday school for our ELLs to prepare them for the ELPAC. English Language support class as an elective. The school Counselor will follow ELLs attendance weekly. TAB card for public transportation, if needed. Bilingual, Spanish, parent liaison to facilitate communication.</p> <p>We need to be more intentional in monitoring EL student performance and start providing tutoring services for EL students earlier. We need to use i-Ready diagnostic 2 data as a formative tool to adjust our interventions accordingly. We will also continue to work to fill our college aide openings that will support our ELL students. We will implement our EL tutoring program this fall semester.</p> <p>By June 2025, 49% of students will score Met/Exceeded on SBAC ELA, a 6% improvement from 2024 50% of students will score Met/Exceeded SBAC Math, a 2% improvement from 2024</p>		<p>According to the ELPAC Diagnostic and I-Ready Test Beginning Language or level one 17 Somewhat Developed or level two 31 Moderate Developed or level three 43 Well-developed or level four 2</p> <p>This year, we have one newcomer in our school. Fully RFEP or Exited 34 RFEP Monitored 74</p>	<p>interventions. We will also continue to work to fill our college aide openings that will support our ELL students. We will implement our EL tutoring program this fall semester.</p> <p>To ensure the success of our ELLs, we created a multi-level plan to help our students acquire English more quickly while transferring knowledge from their primary language to English.</p> <p>ELlevation Strategies embedded in the content. Glossary of key vocabulary words for the unit/lesson. After-school tutoring for ELLs to support content and language acquisition. Saturday school for our ELLs to prepare them for the ELPAC. English Language support class as an elective. The school Counselor will follow ELLs' attendance on a weekly basis. TAB card for public transportation, if needed. Bilingual, Spanish, parent liaison to facilitate communication.</p> <p>We need to be more intentional in monitoring EL student performance and start providing tutoring services for EL students earlier. We need to use the i-Ready Diagnostic 2 data as a formative tool to adjust our interventions. We will also continue to work to fill our college aide openings that will support our ELL students. We will implement our EL tutoring program this fall semester.</p>
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<p>Culture/Climate</p>	<p>1) Hughes Middle School has one of the most culturally diverse populations in the district. We value our students' diverse backgrounds, cultures, and primary languages. Our school measures the climate for students, parents, and school personnel three times a year by administering "The Pulse" survey. The Pulse Survey is administered every trimester to reflect our school climate and students' sense of belonging, identity, and agency.</p> <p>By June 2025, students will increase the sense of belonging for all students by 6% (from 71% to 77%), student agency by 3% (from 78% to 81%), and student identity by 1% (from 81% to 82%). By June 2025, students will increase the sense of belonging for African-American students by 7% (from 71% to 78%), student agency by 2% (from 79% to 81%), and student identity by 3% (from 79% to 82%). 2) The administrative team reviews referral and suspension data for the targeted groups to follow the progress of individual students and develop action plans and</p>	<p>Goal Partially or Not Met</p>	<p>Hughes Middle School has one of the most culturally diverse populations in the district, and we treasure our students' diverse backgrounds, cultures, and primary languages. Our school measures the climate for students, parents, and school personnel three times a year by administering "The Pulse" survey. The Pulse Survey is administered every trimester to reflect our school climate and students' sense of belonging, identity, and agency.</p>	<p>A group of teachers and Administrators attended Safe and Civil workshops and conferences to revamp our new and improved C.H.A.M.P. strategies and Safe and Civil program to improve the culture and climate of our school.</p> <p>Expectations: Assemblies and lessons taught during the Advisory Period are geared to create a comprehensive multi-step behavior improvement plan. Teachers supported by the Safe and Civil Team will monitor common areas and collect data regarding the success of the new strategies. The Safe and Civil Team, the Leadership Team, and the SBDM will analyze collected data to determine the next steps. Additionally, the teams will collect and analyze referral and lunch detention data to design interventions and potential solutions.</p> <p>Restorative Justice is at the forefront of our discipline model. RJ, or Restorative Justice practices in our school, focus on repairing any distress through an inclusive process that brings together students and educators, welcoming the student back into the classroom. One of RJ's central practices is the use of communal "Circles" to improve the school climate.</p> <p>The targeted group will have one-to-one counseling during lunch as needed. The administration team will review referral and suspension data for the targeted groups to track individual student progress and develop action plans and effective ways to monitor</p>
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effective ways to monitor improvements. In addition, the team shares with teachers, together data is analyzed for targeted interventions.

Pulse findings suggest that a sense of belonging needs to be our focus, so our goal for this year is to improve the “sense of belonging.”

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

Goal:

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

Plan:

improvements. In addition, the team will analyze grades for targeted groups to plan more specific interventions, such as homework help, after-school tutoring, or Saturday School. Pulse Surveys will be administered every trimester to identify trends, monitor progress, and create new opportunities to enhance the climate and culture of our school.

Part of our plan to improve our school's culture and climate is to implement a sense of respect and responsibility by creating lessons that teachers cover during their advisory period. Several activities have been crafted to create a sense of belonging.

These are some examples:

“Students of the Month”

IReady Improvement Awards

GPA Recognitions 3.0 to 3.49
and 3.50 to 4.0

Perfect attendance Incentives

Winter Fest (Grades/Behaviour)

Spring Fest (Grades/Behaviour)

Student’s Stores (Hughes Heros
Currency)

Monitoring: The Pulse Survey helps us monitor trends and gains in climate and culture, precisely the "sense of belonging."

Academic goals for our African American subgroup is that 49% of African American students will score met/exceeded on SBAC ELA, an 11% improvement from June 2024. 36% of Black/African-American students will score

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

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

Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
The Recreation Aides serve to help monitor student behavior before school, during lunch, and after school. They proactively interact with students to help maintain a positive school climate. They will supervise students in the quad, cafeteria, and on the blacktop. (IN 1)	Limited or no impact	Limited or no impact	Limited or no impact	Strong Positive Impact
We are purchasing a system called 5 Star which allows us to use student ID's to scan for hallway passes and gives us the ability to scan Hughes Hero tickets which is an incentive program we have here at Hughes. By having Star 5 we are able to keep track of who is out of class, how often, and we can program the system so identified groups are never allowed out of class at the same time. This system is great for tracking data that we can share with teachers and families. (SM 7)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
We are purchasing supplies so that our science teachers can do hands on experiments to help concrete the learning for students. (SM 2)	Limited or no impact	Limited or no impact	Somewhat Impactful	Strong Positive Impact
Field trips are an important part of schooling. Students get the opportunity to travel outside of the campus to have an educational experience. This year the 7th grader are going to the OC Ropes Course where students work on teambuilding skills in small groups. Students are taught techniques that allow them to go through obstacle courses with team members. We will take 400 students over multiple days in June. The cost is \$20 per student plus the cost of the buses. The 8th graders will take a trip to California State University, Long Beach. This is a good opportunity for students to experience college prior to entering high school. The students will tour the school and get to spend time in the student union. We will take all 400 8th graders the last week of school. The students will take a school bus to CSULB. (IN 9)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
We are doing full inclusion of our MM students at Hughes. We have the need for a smaller testing environment for some of our students. We will pay teachers to work on their conference period if they are able to proctor for our students with special needs. In addition, we sometimes need to provide additional support to select students based on their needs/IEP and will offer our Ed Specialists to work on their conference. Additionally we are paying co-teacher pairs to plan outside of the duty day to ensure that all students receive the necessary accommodations/supports. (IN 6)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful
We are purchasing art supplies so that students can create, build, and showcase their artistic skills. (SM 3)	Limited or no impact	Limited or no impact	Limited or no impact	Somewhat Impactful

Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
Funding to provide sub coverage and buses for YGT performances and trips. In addition our Dream Big and YGT students will visit a local college together. Both YGT (young, gifted & talented) and Dream Big are students that center our Black students. (IN 7)	Limited or no impact	Limited or no impact	Limited or no impact	Strong Positive Impact
We are purchasing radios for our support team. It is essential that the team of adults that support the safety and well being of each student is able to communicate. The current radios are outdated and need to be replaced. 10 radios- \$630 each= 6,300 plus tax & shipping (SM 4)	Limited or no impact	Limited or no impact	Limited or no impact	Limited or no impact
Love Beyond Limits is an enrichment program which provides a transformative learning experience for 24 young individuals over 13 weeks. The targeted students are those that are struggling academically, students with attendance issues, and students that have challenging home lives due to circumstances beyond their control. Love Beyond Limits is a outside organization that comes to the site. They provide classes, they mentor, and they partner with family members. The cost of the program pays for the classes, the materials, and the cost of a field trip where students get to exposed to real-life scenarios and get the opportunity to practice skills they learn. (IN 5)	Limited or no impact	Limited or no impact	Limited or no impact	Somewhat Impactful

Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
<p>To support our school's commitment to culturally responsive instruction and equitable learning opportunities, we are requesting funding for additional materials and supplies, including art supplies, manipulatives, and supplemental books. These resources directly align with our Title I goals of increasing student engagement, improving academic achievement, and providing differentiated support for all learners.</p> <p>Art Supplies – Our art teacher integrates cultural events and historical perspectives into lessons to enhance student understanding and engagement. By incorporating hands-on projects connected to diverse cultural traditions, we foster deeper connections to the curriculum, promote student identity development, and build an inclusive learning environment.</p> <p>Manipulatives – Hands-on learning tools help reinforce key academic concepts, particularly for students who benefit from multimodal instruction. These materials provide differentiated support in literacy and math, ensuring that students at varying proficiency levels can engage meaningfully with content and close achievement gaps.</p> <p>Supplemental Books – Access to culturally relevant texts allows students to see themselves reflected in literature while broadening their understanding of diverse perspectives. These books serve as additional instructional resources that reinforce classroom learning, provide background knowledge, and support independent reading, ultimately improving literacy outcomes.</p> <p>These materials are essential in ensuring that all students, particularly those most in need of academic support, receive engaging and meaningful instruction that aligns with our school's Title I goals. (SM 5)</p>	<p>Strong Positive Impact</p>	<p>Strong Positive Impact</p>	<p>Strong Positive Impact</p>	<p>Strong Positive Impact</p>

Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
<p>Hughes will fund a 50% Assistant Principal position (along with 50% funding by the District) to provide additional administrative support as an intervention for student academic, behavioral, and SEL support.</p> <ul style="list-style-type: none"> - Coordinate and implement systems and strategies that will enhance the school climate and support the implementation of tiered and targeted supports. - Provide targeted support to chronically misbehaved students with the highest rate of suspensions by meeting with the parents, observing the student in the classroom, behavior contracts, etc.; provide targeted classroom support to students with highest rates of office referrals - Collaborate with teachers, school community liaison, and admin to conduct parent involvement meetings to proactively support student achievement. - Lead an attendance team to analyze patterns and trends to take steps to increase attendance rates and decrease chronic absenteeism. - Collect suspension data and facilitate the shift towards more restorative practices. - Facilitates grade level/staff discussions around data to ensure instructional decisions about interventions meet student needs and increase student achievement <p>(IN 3)</p>	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful
The purchase of technology (computers, iPads & document cameras) to enhance instruction. (SM 6)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
<p>Department release days to plan rigorous lessons that align to the work that was done in QCI last year. This work will be supported by the curriculum leaders and the administrative team at Hughes.</p> <p>Each quarter teachers core content teachers will get 1 release day to plan lessons that support our district work. (QCI) PE, Elective & Special Education Teachers will get 2 release days in the school year to plan lessons that support our district work (QCI). (PD 1)</p>	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact

Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
<p>A select group of 13 students and 2 adults will attend yearbook camp. Each attendee costs \$450. Students attend classes all day. Students learn how to develop a theme and write copy and captions. They also learn photography, photo editing skills, marketing techniques, and interviewing skills. The cost covers room and board. (IN 4)</p>	Somewhat Impactful	Limited or no impact	Somewhat Impactful	Limited or no impact
<p>Summer professional development to support our teachers with the most effective strategies to meet the needs of our diverse learners.</p> <p>A select group of teachers will be invited to attend a behavior management training to prepare for the new school year.</p> <p>A select group of teachers that will be co-teaching will meet to plan for our new co-teach model using Universal Design Learning (UDL). (PD 2)</p>	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Somewhat Impactful
<p>We would like to send a small group of staff members to the Deeper Learning Conference. This conference focuses on gathering educators to create more student-centered schools. We have a group of staff members on a committee called Cultural Competence that is looking at ways to connect with students by being culturally relevant and offering rigorous meaningful learning. This group would attend this 3 day training in San Diego and offer their learning with the staff. Our school goals include rigor/relevance and increasing our sense of belonging. The conference for 5 people is \$4, 950.00. The hotel & expenses would be approximately \$800 per person. (PD 4)</p>	Limited or no impact	Limited or no impact	Limited or no impact	Strong Positive Impact
<p>Music students (band, orchestra, and chorus) perform at both Knotts Berry Farm and Disneyland yearly. They are two performances that require buses. Approximately 200 students attend on different dates. (IN 8)</p>	Limited or no impact	Limited or no impact	Limited or no impact	Somewhat Impactful
<p>The Intervention Counselor is a 1.0 position funded .30 from Title 1 and .70 from the district fund. Our Intervention Counselor's focus will be to facilitate an increase in student achievement and student engagement by reducing chronic absenteeism and supporting social-emotional needs by having daily contact with this target population and providing research-based interventions. This individual will work with the principal to decrease the D/F rate, chronic absenteeism, and increase EL reclassification. (IN 2)</p>	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact

Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
We hold promotion at Cabrillo High School due to the number of students we have promoting. We would like to pay our teachers and staff for supervising and participating in the ceremony that occurs after hours off campus. We have approximately 20 staff members that will work 2.5 hours each. (IN 11)	Limited or no impact	Limited or no impact	Limited or no impact	Somewhat Impactful
We are partnering with Dr. Michelle Pledger to support our professional development on building cultural competence. Dr. Pledger provided a 2 hour professional development at our last PD Day. (PD 3)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
A select group of our band/orchestra students will play with the students from Poly High School at a special event at Poly High School. We will share a bus with Keller and transport students from the middle schools to Poly. (IN 12)	Limited or no impact	Limited or no impact	Limited or no impact	Somewhat Impactful
We are purchasing equipment for our physical education department. All of our students benefit from the use of equipment that we purchase. Having additional equipment enhances the lessons teachers can provide. Our team of physical education teachers are always looking for new and creative ways to engage the many different types of students we have at Hughes. (SM 1)	Limited or no impact	Limited or no impact	Limited or no impact	Strong Positive Impact

Accountability Measure 1: Increase Achievement

Core Program - English Language Arts		
Curriculum/Instruction	Assessments	Resources/Materials
<p>All 6-8 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in English Language Arts, including the California English Language Development Standards for English learner students, with an intense focus on:</p> <ul style="list-style-type: none"> • Building disciplinary and conceptual knowledge through content rich nonfiction and informational text, explored through academic discourse. • Reading and writing analysis grounded in evidence from text. • Regular practice with reading and producing complex text and its academic vocabulary with intensity. <p>All 6-8 Language Arts classrooms will use:</p> <ul style="list-style-type: none"> • District generated, grade level Scope & Sequence and Units of Instruction to ensure all students are engaged in standards-aligned classroom instruction processes. • Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs. 	<p>Formative and Interim assessments within the grade level Unit in both Reading and Writing, including:</p> <p>A cold-read Unit assessment, which assesses whether students can read "new" text(s) and apply the same level of understanding and mastery of the CCSS.</p> <p>Daily, weekly on-going checks for understanding (e.g., exit slips, learning logs, quizzes, other vocabulary, literary, grammar, spelling, or mechanics tasks)</p> <p>Diagnostic reading growth assessments 3x a year (iReady)</p> <p>Smarter Balanced Assessment Consortium summative assessment (Grades 6-8)</p>	<p>myPerspectives and associated ancillary materials, Pearson</p> <p>Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading.</p> <p>Content Area textbooks (e.g. Health, Science, Social Studies)</p> <p>Supplemental Reading materials matched to students' instructional Reading level</p> <p>NewsELA</p> <p>ELLevation</p> <p>iReady</p>

Core Program - Writing		
Curriculum/Instruction	Assessments	Resources/Materials
<p>All 6-8 ELA classrooms will include Writing instruction designed to ensure that all students are prepared to write the following text types:</p> <ul style="list-style-type: none"> • Arguments to support claims in an analysis of substantive topics/texts • Informative/explanatory texts to examine and convey complex ideas and information clearly and accurately • Narratives to develop real or imagined experiences or events <p>All 6-8 ELA classrooms will engage in frequent/daily Writing activities embedded into the grade level Scope and Sequence and Units of Instruction to include any of the following:</p> <ul style="list-style-type: none"> • Reading to build knowledge for written pieces • Working through the writing process for all 3 text types including planning, revising, editing and publishing • Orally rehearsing using linguistic patterns • Writing routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences • Conferring with the teacher and other students 	<p>Formative and Interim Writing assessments within the grade level Unit of Instruction, including:</p> <p>Daily Performance Activities such as: short constructed responses, analyses using evidence, multi-paragraph responses, essays</p> <p>At least 3 pieces of processed writing that include the three writing genres, and may include research that will be analyzed using evidence. Students will craft written works that display logical integration and coherence, varying in length from answering brief questions to multi-paragraph responses.</p> <p>At least 3 pieces of “On Demand” Reading/Writing Culminating Writing Assessment that include the three writing genres. Students will craft written works that display logical integration and coherence, in a multi-paragraph response.</p> <p>Research Task & Presentation</p> <p>SBAC Summative assessment (Grades 3-8)</p>	<p>myPerspectives and associated ancillary materials, Pearson</p> <p>Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading.</p> <p>Content Area textbooks (e.g. Health, Science, Social Studies)</p>

Core Program - Math		
Curriculum/Instruction	Assessments	Resources/Materials
<p>All 6-8 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in Mathematics with particular attention to:</p> <ul style="list-style-type: none"> • Strategically focusing where the Standards focus • Coherence: think across grades and link to major topics within grades • Rigor: require conceptual understanding, procedural skill and fluency <p>All 6-8 students will receive standards aligned instruction based on district developed Scope and Sequence (by grade level) and Units of Instruction (by grade level) that include the Math Standards and the Standards for Mathematical Practice.</p> <p>As part of the 6-8 Units of Instruction, all 6-8 students will engage in:</p> <ul style="list-style-type: none"> • Daily Math Routines • Math Tasks • Mathematical Discourse 	<p>Formative Assessment Lessons embedded into each Unit of Instruction</p> <p>Quarter Assessments</p> <p>SBAC Summative Assessment (Grade 6-8)</p>	<p>Content area textbooks and online resources from Big Ideas Mathematics</p> <p>LBUSD Supplemental Instructional Resources</p>

Interventions						
Identify Data and Describe Student Needs	ACTION Description of Scientifically-based Intervention	List the sub-groups served	Funding Source and Cost	Time Frame and Frequency of Program	Personnel Delivering the Intervention	Progress Monitoring
Student safety Positive School Culture Culture-Climate Survey (Student-Staff) 20, Other 80	The CSAs serve to help monitor student behavior during activities and sporting events after school. They proactively interact with students and parents to help maintain a positive school climate. They will supervise school activities and sporting events.	All Students, All Parents	LCFF \$1,974 Hourly - Campus Staff Assistant (2) for 22 hours annually - LCFF 100%	08/25/2025 - 06/25/2026 Daily	Principal	Discipline data after school will be used as a measure to monitor effectiveness. Culture-Climate Survey (Student-Staff) 20, Other 80

<p>As part of our MTSS, it is important to have a Tier 3 level intervention to support students. D/F Rate 40, Attendance/Chronic Absenteeism Rate 20, Culture-Climate Survey (Student-Staff) 40</p>	<p>Project Optimism is a Tier 3 intervention designed to support our highest-need students through a comprehensive, year-long program. It provides weekly one-on-one and small-group mentoring, character development classes, life skills training, and guidance on navigating middle school. The program also includes regular communication and collaboration with parents and teachers, ensuring a whole-child approach. By addressing academic, social-emotional, and behavioral needs, Project Optimism aligns with our Title I goals of closing achievement gaps and increasing student success through targeted, individualized support.</p>	<p>Identified At-Risk Students</p>	<p>Title 1 \$20,000 Services - Title 1 100%</p>	<p>09/01/2025 - 06/30/2026 Weekly</p>	<p>Assistant Principals</p>	<p>Assistant Principals D/F Rate 40, Attendance/Chronic Absenteeism Rate 20, Culture-Climate Survey (Student-Staff) 40</p>
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Interventions						
Identify Data and Describe Student Needs	ACTION Description of Scientifically-based Intervention	List the sub-groups served	Funding Source and Cost	Time Frame and Frequency of Program	Personnel Delivering the Intervention	Progress Monitoring
Support for our Black History Month club Culture-Climate Survey (Student-Staff) 100	Funding for subs and field trips to provide opportunities for YGT performances and trips. In addition our Dream Big and YGT students will visit a local college together. Both YGT (young, gifted & talented) and Dream Big are students that center our Black students.	African-American	Title 1 \$6,000 Services - Title 1 100%	09/01/2025 - 06/30/2026 Semester	Principal YGT Advisor	YGT performances Student participation Culture/Climate Culture-Climate Survey (Student-Staff) 100

Interventions						
Identify Data and Describe Student Needs	ACTION Description of Scientifically-based Intervention	List the sub-groups served	Funding Source and Cost	Time Frame and Frequency of Program	Personnel Delivering the Intervention	Progress Monitoring
Performing is part of the performing arts program. In addition, the opportunity to attend a field trip that highlights performing arts is a learning opportunity for all students. Culture-Climate Survey (Student-Staff) 100	Field trips and subs for chorus, art, music, and dance provide equitable access to enriching, standards based learning experiences that many students might not otherwise have. These opportunities include trips to local museums and colleges, deepen engagement, affirm student identity and build cultural and academic connections beyond the classroom.	Other Targeted Students	LCFF \$10,000 Services - LCFF 100%	09/01/2025 - 06/30/2026 Annually	Music Teachers	Principal Culture-Climate Survey (Student-Staff) 100

Interventions						
Identify Data and Describe Student Needs	ACTION Description of Scientifically-based Intervention	List the sub-groups served	Funding Source and Cost	Time Frame and Frequency of Program	Personnel Delivering the Intervention	Progress Monitoring
Staff need training to address student needs of more culturally responsive and restorative practices. Culture-Climate Survey (Student-Staff) 50, SEL Survey 50	CCEJ will be training staff in restorative practices. In addition they will be training the Cultural Competence group in leading staff development around restorative justice practices.	All Staff, All Students	Title 1 \$24,680 Services - Title 1 100%	08/22/2025 - 06/15/2026 Monthly	Assistant Principal	Admin and Culture and Climate Team will work with CCEJ and observe classrooms. Culture-Climate Survey (Student-Staff) 50, SEL Survey 50
WEB is an important program that supports the 6th grade students as they start the new year. WEB also provides leadership opportunities for 8th graders, and contributes to the sense of belonging on campus. Culture-Climate Survey (Student-Staff) 100	To pay WEB teachers for planning and organizing of WEB events.	Other Targeted Students, Targeted Staff	LCFF \$2,834 Teacher Hourly P Schedule (4) for 8 hours annually - LCFF 100%	07/01/2025 - 06/30/2026 Monthly	Assistant Principal	Assistant Principal Culture-Climate Survey (Student-Staff) 100
Copy machines need to be maintained for student materials Other 100	Rental and maintenance contract for two copy machines.	All Staff, All Students	LCFF \$8,000 Services - LCFF 100%	09/01/2025 - 06/15/2026 Monthly	Office supervisor	Office supervisor, principal Other 100

Interventions						
Identify Data and Describe Student Needs	ACTION Description of Scientifically-based Intervention	List the sub-groups served	Funding Source and Cost	Time Frame and Frequency of Program	Personnel Delivering the Intervention	Progress Monitoring
Printed materials for school-wide events. Other 100	Duplicating services to reproduce materials for student distribution.	All Staff, All Students	LCFF \$3,000 Materials - LCFF 100%	08/27/2025 - 06/30/2026 Monthly	Assistant Principal	Admin and office supervisor Other 100
Students need access to audio when using Chromebooks Core Curriculum 100	Headphones for use with Chromebooks	All Students	LCFF \$1,000 Materials - LCFF 100%	09/01/2025 - 06/15/2026 Daily	Assistant Principal	Assistant Principal will work with department heads to ensure teachers have a class supply of headphones. Core Curriculum 100
Science lab materials need to be replenished. Core Curriculum 100	Science Lab Materials	All Students	LCFF \$5,000 Materials - LCFF 100%	09/01/2025 - 06/15/2026 Daily	Assistant Principal	Assistant principal will work science department head to monitor use of science materials. Core Curriculum 100

Interventions						
Identify Data and Describe Student Needs	ACTION Description of Scientifically-based Intervention	List the sub-groups served	Funding Source and Cost	Time Frame and Frequency of Program	Personnel Delivering the Intervention	Progress Monitoring
Hughes has a large number of visual and performing arts events in the auditorium (YGT, band, orchestra, choirs, musicals, dance, etc.) throughout the entire year, and the dated equipment has been negatively impacting their performances. Culture-Climate Survey (Student-Staff) 100	Upgrades to the auditorium replacing dated equipment to support our robust visual and performing arts programs (new speaker system, spotlights, wireless mics).	Other Targeted Students	LCFF \$12,000 Materials - LCFF 100%	09/01/2025 - 06/30/2026 Weekly	Principal, department head	Department heads and leadership team Culture-Climate Survey (Student-Staff) 100
Student incentives, students frequently leaving the classroom for restrooms and nurse visits leading to missed instruction. Culture-Climate Survey (Student-Staff) 50, SEL Survey 50	5 Star application will allow teachers to assign passes to students and more effectively monitor students out of the classroom, as well as assign points that students can earn to trade in for incentives.	All Staff, Identified At-Risk Students, Other Targeted Students	LCFF \$2,250 Materials - LCFF 100%	09/01/2025 - 06/15/2026 Daily	Assistant Principal and IIC	Admin will monitor use of 5 Star Culture-Climate Survey (Student-Staff) 50, SEL Survey 50

Interventions						
Identify Data and Describe Student Needs	ACTION Description of Scientifically-based Intervention	List the sub-groups served	Funding Source and Cost	Time Frame and Frequency of Program	Personnel Delivering the Intervention	Progress Monitoring
Art teacher needs to replenish art supplies for art instruction. Elective Curriculum 100	Art supplies	Other Targeted Students	LCFF \$5,000 Materials - LCFF 100%	09/01/2025 - 06/15/2026 Daily	Principal	Principal Elective Curriculum 100
Yearbook students benefit from learning how to be journalists from people who work in the field. It helps students make connections to real-life application. High School Readiness 50, Culture-Climate Survey (Student-Staff) 50	A select group of 13 students and 2 adults will attend yearbook camp. Each attendee costs \$450. Students attend classes all day. Students learn how to develop a theme and write copy and captions. They also learn photography, photo editing skills, marketing techniques, and interviewing skills. The cost covers room and board.	Other Targeted Students	LCFF \$6,750 Services - LCFF 100%	07/01/2025 - 08/30/2025 Annually	Principal	Yearbook Teacher is attending the camp with the students and chaperone. High School Readiness 50, Culture-Climate Survey (Student-Staff) 50

Identify Data and Describe Student Needs	ACTION Description of Scientifically-based Intervention	List the sub-groups served	Funding Source and Cost	Time Frame and Frequency of Program	Personnel Delivering the Intervention	Progress Monitoring
Academic success SEL support Chronic Absenteeism EL reclassification D/F Rate 60, EL Reclassification 10, Attendance/Chronic Absenteeism Rate 30	The Intervention Counselor is a 1.0 position funded .50 from Title 1 and .50 from the district fund. Our Intervention Counselor's focus will be to facilitate an increase in student achievement and student engagement by reducing chronic absenteeism and supporting social-emotional needs by having daily contact with this target population and providing research-based interventions. This individual will work with the principal to decrease the D/F rate, chronic absenteeism, and increase EL reclassification.	Identified At-Risk Students, English Learners, African-American	Title 1 \$93,588 Counselor .5 FTE - Title 1 100%	07/01/2025 - 06/30/2026 Daily	Principal	Each quarter we will monitor the D/F Rate, Chronic Absenteeism rate, and High School Readiness data. We will monitor the EL Reclassification data twice a year. D/F Rate 60, EL Reclassification 10, Attendance/Chronic Absenteeism Rate 30

Program Description for Transitions		
Preschool Transition	Gr. 5 to MS Transition	Gr. 8 to HS Transition
N/A	<p>Hughes has a solid articulation program that is geared to orient new 5th graders to Hughes and ensure a smooth transition for our 8th graders as they transition from middle school to high school. WEB is a welcome committee composed of scholars who help ease the transition from elementary to middle school. This group of Hughes Scholars participates in school tours for the upcoming 5th grade.</p> <p>Hughes Ows Night is a night for parents and 5th-grade students who are trying to decide which school to attend. It is an opportunity to ask questions, visit classrooms, speak with teachers, and become familiar with the programs and electives we offer here at Hughes.</p>	<p>Hughes also highlights our many electives and sports, which contribute to the high impact of students wanting Hughes as their school. We have student ambassadors who are available to explain the programs to potential students. Our principal visits our feeder schools to explain our program to parents and address any questions they may have. We also dedicate one night to opening our classroom, allowing parents to experience our school's well-designed programs.</p> <p>Active participation in the Education Celebration and Middle School Fair. Here, we answer questions and promote our school.</p> <p>Parent Information Night to answer parents' questions about our school. Counselor information day for students. Parent Center to answer questions.</p>

Accountability Measure 2: Organizational Climate

Organizational Climate

Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Progress Monitoring for Assessing Effectiveness
<p>Our culture/climate goals reflect our intent to improve the culture/climate of all students. Additionally, we are committed to intentionally supporting and increasing the welcoming and affirmative responses of our Black students and other minority students who exhibit similar issues and feelings of not belonging in our school.</p>	<p>Restorative Justice Professional Development Project Optimism Multiple Clubs Wellness Center Different Sport VIPS</p>	<p>Title I</p>	<p>By the end of the school year.</p>	<p>Principal Assistant Principal Counselors Teachers Staff</p>	<p>The Pulse findings suggest that a sense of belonging should be our focus, so our goal for this year is to enhance the “Sense of Belonging.” Due to several factors, previous school years have created many cultural and climate challenges related to socio-emotional and attendance needs. LBUSD has implemented a Pulse Student Survey three times a year to constantly check our students on Belonging, Identity, and Agency throughout the school year. Our students just took the first Pulse survey, and the responses are centered in three categories:</p>

Belonging, Identity,
and Agency.

Spring 25 Survey
Overall

Belonging 74%
showing 0 % No
movement
Identity 85%
showing + 2%
Improvement
Agency 80%
showing + 1%
improvement

Our attendance rate
is currently 95.9%,
which is .7
percentage points
higher than the
district average. We
have one counselor
dedicated to
periodically checking
students' attendance
and creating

				<p>strategies to support students who struggle with chronic absenteeism.</p> <p>Additionally, LBUSD has provided us with a Wellness Center run by a full-time social worker to create space and learning opportunities for students with SEL support needs.</p>
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Accountability Measure 3: Professional Development

Professional Development					
Identified Need(s)	Planned Staff Development	Funding Source & Cost	Dates/Hours of Training Session	Personnel	Tools Used for Monitoring Implementation & Effectiveness
Planning for the school year opening and ensuring that the school year is off to a successful start. Culture-Climate Survey (Student-Staff) 50, Core Curriculum 50	Funds will be used to pay for the program facilitator and TOSA to come back earlier in order to plan for the beginning of the school year, professional development, and student support.	LCFF \$2,720 Teacher Hourly Extra Comp (1) for 8 hours annually - LCFF 100% Teacher Hourly Extra Comp (1) for 20 hours annually - LCFF 100%	08/18/2025 - 08/30/2025 Daily	Principal	Principal
To provide differentiation for accelerated students. SBAC ELA 50, SBAC Math 50	Teachers will attend the GATE conference to enhance their instructional practices.	LCFF \$2,000 Services - LCFF 100%	09/01/2025 - 06/15/2026 Annually	Assistant Principal	Administrators will be conducting class visits.

Professional Development					
Identified Need(s)	Planned Staff Development	Funding Source & Cost	Dates/Hours of Training Session	Personnel	Tools Used for Monitoring Implementation & Effectiveness
Equity SEL GATE Strategies Differentiation Formative Assessment EL Support SBAC ELA 50, SBAC Math 50	Department release days to plan rigorous lessons that align to the work that was done in QCI last year. This work will be supported by the curriculum leaders and the administrative team at Hughes. Each quarter core content teachers and Education Specialist will get 1 release day to plan lessons that support our district work (QCI). PE, Elective & Special Education Teachers will get 2 release days in the school year to plan lessons that support our district work (QCI).	Title 1 \$39,262 Substitute teacher full day (40) for 3 days - Title 1 100% Substitute teacher full day (10) for 2 days - Title 1 100%	09/01/2025 - 06/30/2026 Quarterly	Principal	Agendas will be approved by curriculum leads- there will be systems for accountability through department meeting time to follow up with the work from release days.

Professional Development					
Identified Need(s)	Planned Staff Development	Funding Source & Cost	Dates/Hours of Training Session	Personnel	Tools Used for Monitoring Implementation & Effectiveness
Its important that our Education Specialists are supported with the best instructional strategies to support our students with special needs. Core Curriculum 100	Hughes has a full inclusion model where students that have been identified as MM are spending their entire day in general education classrooms with support. Our Education Specialists are co-teaching and supporting these students throughout the day. We are working closely with OCIPD to ensure that our Educational Specialists are getting the support they need to then support the general education counterparts and students. Education Specialist will get up to 20 hours per Education Specialist to meet with curriculum specialists during the school day. This includes vising other sites or to collaborate with teachers at other sites. We have 7 Education Specialists.	Title 1 \$4,994 Substitute teacher full day (7) for 2 days - Title 1 100% Substitute teacher half day (7) for 1 days - Title 1 100%	09/01/2025 - 06/30/2026 Weekly	Assistant Pricipals & Principal	Assistant Principal & Principal

Professional Development					
Identified Need(s)	Planned Staff Development	Funding Source & Cost	Dates/Hours of Training Session	Personnel	Tools Used for Monitoring Implementation & Effectiveness
It's important that teachers get the opportunity to see other teachers implement the school-wide and district-wide strategies. Core Curriculum 100	Teachers benefit from visiting other teachers. We have district walk-throughs and also want to do informal visits where teachers can see other teachers that are implementing instructional strategies that are a focus school-wide.	Title 1 \$8,413 Substitute teacher full day (15) for 2 days - Title 1 100%	09/01/2025 - 06/30/2026 Quarterly	IIC, Assistant Principal & Principal	IIC, Assistant Principal & Principal.

Describe Teacher Involvement

Hughes Middle School offers teachers numerous opportunities to participate in professional development (PD) throughout the year. Teachers provide input on the type of PD they would like to attend, based on their interests and needs. At least twice a year, teachers complete a survey outlining their interests and needs for specific PDs. Based on this information, professional development plans are in place for the year.

Professional development for teachers is provided each month during faculty meetings. The professional development aligns with the school's academic and cultural goals. LBUSD offers additional professional development; every teacher will attend several days of QCI (Quality Curriculum Instruction). Multiple opportunities for PDs before or after regular work hours, which allow teachers to discuss research-based instructional practices, review and analyze student achievement data, and create common assessments. Additionally, Department Heads offer professional development opportunities during their monthly department meetings, sharing best practices, curriculum-based instruction, and assessment strategies.

The site-based decision-making team (SBDM) approves many program and policy decisions. The SBDM Committee comprises at least eight teachers who have been voted in. This committee meets monthly to discuss issues related to student opportunity and achievement.

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

Accountability Measure 4: Parent & Community

Parent and Community Involvement

Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Method for Assessing Effectiveness
<p>A portion of our community is experiencing stress related to particular issues arising from some federal practices. Part of our goal is always to make them feel welcome and safe in our school community. Due to this and other factors, our parent involvement is currently fragile. Additionally, although the pandemic was declared over a few years ago, we still face some issues that originated or were exacerbated during that time. Parent involvement on our campus has slightly decreased lately. We recognize the need to have our best partners in the educational process, our students' families, on our campus. Every parent wants the best for their children, regardless of the circumstances; our school understands this and is implementing a plan to improve the active participation of our families and community.</p>	<p>To correct this issue, our school has a 50% parent-community facilitator. Additionally, we established a "Parent Center," a dedicated space for parents and guardians to attend workshops, participate in parenting classes, and attend ELAC reunions. Our school provides education on topics related to middle school students. Wellness Center Parenting Partners Kind and Calm Yoga</p>	<p>Title I Parental Involvement</p>	<p>June 25- June 26</p>	<p>Principal Family-Community Facilitator Counselor Office Staff</p>	<p>CORE Survey Pulse Survey Principal Number of VIPs Number of parents getting involved.</p>

Parent and Community Involvement					
Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Method for Assessing Effectiveness
Students need a place to organize deadlines. Also it is helpful to have all school policies in one place. Core Curriculum 100	Planners so that students can note their homework assignments. It also functions as a communication tool for teachers & parents. The planner also has all school-wide rules and expectations.	Par Inv \$2,000 Materials - Par Inv 100%	07/01/2025 - 06/30/2026 Daily	Teachers	Teachers
Increase parent and family involvement will contribute to an improved sense of belonging. Culture-Climate Survey (Student-Staff) 50, Culture-Climate Survey (Parent) 50	Parent Nights to invite parents on campus and encourage parent and family involvement.	Par Inv \$2,657 Teacher Hourly P Schedule (6) for 5 hours annually - Par Inv 100%	09/01/2025 - 06/30/2026 Quarterly	Principal	Principal

School Budget for Categorical Programs

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

Federal Programs (to Consolidate)	Allocation
Title I (3010)	228332
Title I Parent and Family Involvement (3008)	6757

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

Share	Services	Amount
Administrative Share	Services provided to sites as part of Title I program leadership: EEP and Early Childhood Education; Additional reservation for Parent Involvement (over 1% requirement); Homeless Education; Reading Intervention/Private Schools; Research LROIX Development.	NA
Centralized Services Share	Counselors, Family Resource Centers, Facilitators, Travel/Conferences, APEX Online, Youth Orchestra Travel/Conferences, CORE	NA

State Programs *	Allocation
LCFF	95760

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

Title I Reservations

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

Administrative Share & Reservations Title I Program Administration

Parent Involvement (additional funds beyond the required 1%)

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

Homeless Education

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

Research/TISB LROIX Development

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

Program Administration and Personnel to provide leadership:

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

Centralized Services

Elementary CARE and Support Centers (formerly known as Family Resource Centers)

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

Assistance to Schools

Counselors

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

Facilitators

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

Travel/Conferences

Enables staff to develop requisite knowledge about programs they lead.

Foster Youth Transportation

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

Technology

Supplemental technology support and devices to school sites

School Site Council Membership

Member Group	Representing	Name	Elected Term Ends
Staff	Principal	Edward Sigur IV	12-30-2027
Staff	Classroom Teacher	Dr. Deborah Bober	06-30-2026
Staff	Classroom Teacher	Jeniffer Holz	06-30-2026
Staff	Classroom Teacher	Joanna Salgado	06-30-2027
Staff	Classroom Teacher	Carla Richardson	06-30-2026
Staff	Other School Personnel	Christina Maben	06-30-2026
Community	Parent/Community Member	████████ Figueroa	06-30-2027
Community	Parent/Community Member	████████ Turner	06-30-2027
Community	Parent/Community Member	████████ Sam	06-30-2027
Community	Student	D ██████████	06-30-2026
Community	Student	B ██████████	06-30-2026
Community	Student	T ██████████	06-30-2026

English Learner Advisory Committee Membership

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

Position	Representing	Name
Chair	Parent of EL Student (required)	██████ Figueroa
DELAC Representative	Parent of EL Student (required)	██████ Marin
Principal or Designee	Staff Member (required)	Edward Sigur IV
Secretary	Parent of Non-EL Student (required)	██████ Flores

Name	Representing
██████ Loeza	Community Member

ELAC Recommendations

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

Question	Answer
1. Does the school have more than 20 EL students enrolled?	Y
2. At which ELAC meeting did ELAC approve its Recommendations?	09/21/2025
3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement:	<p>To Modified ELPAC for Sped Students</p> <p>EL support after-school tutoring /starting as soon as possible and following ELs closely</p> <p>For the second semester/Saturday School to support ELPAC testing</p> <p>Explain in detail the results of the ELPAC results individually.</p>
4. What types of data did ELAC use to determine the need for the listed recommendations (add any that apply):	<p>SBAC Reading Results for EL students</p> <p>CELDT/ELPAC Results</p> <p>Language Census Data</p> <p>EL Attendance Rates</p>
5. At which SSC meeting were the ELAC recommendations presented? Ensure the SSC Agenda and Minutes list the receipt of the ELAC Recommendations	09/23/2025

Question	Answer
6. What was SSC's response to ELAC recommendations?	<p>We thank the ELAC members for their recommendations to support academic achievement for our English Language Learners and underperforming students. Members of SSC are in support and are in consultation to consider options for interventions targeting ELs and our at-risk students. Further information regarding the interventions will be made available at a later date. We have already discussed and committed to providing parents with workshops/trainings throughout the year on various topics. Once again, thank you for your recommendations. We look forward to our continued collaboration throughout the year.</p>

Assurances & Approval

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

Assurances:

1. SSC received and considered **ELAC recommendations** at its meeting on 09/23/2025
2. SSC approved the **Home-School Compact** on 09/23/2025
3. SSC approved the **Parent Involvement Guidelines** on 09/23/2025
4. For Title 1 Schools: Our School held **two Title I Annual Parent Meetings** on 09/18/2025, 09/18/2025
5. SSC Participated in the **Annual Evaluation** of the SPSA on 10/14/2025
6. The SPSA was approved at its meeting on 11/19/2025

LBUSD Board of Education Approval Date:

Signatures:

Principal: _____

Printed Name: _____ Date: _____

SSC Chair: _____

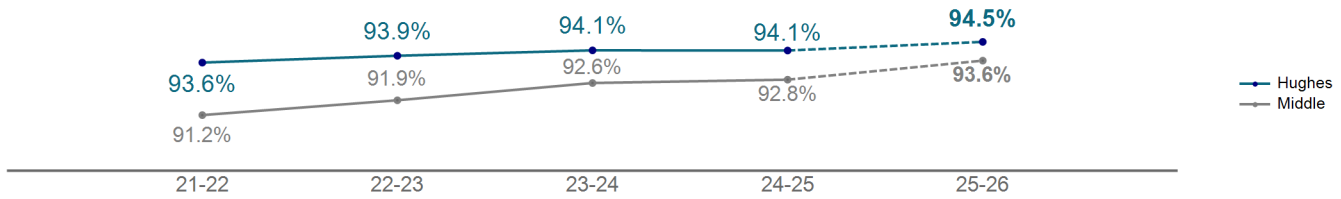
Printed Name: _____ Date: _____

ELAC Chair: _____

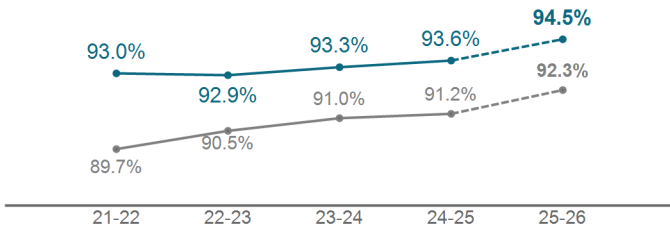
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Attendance Rate

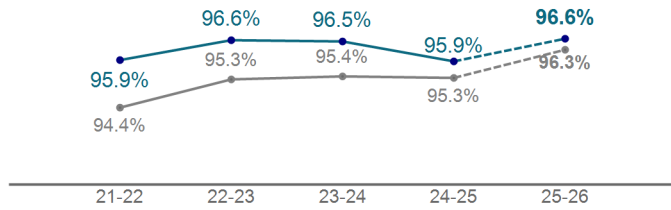
Hughes
All Students
N = 1,229



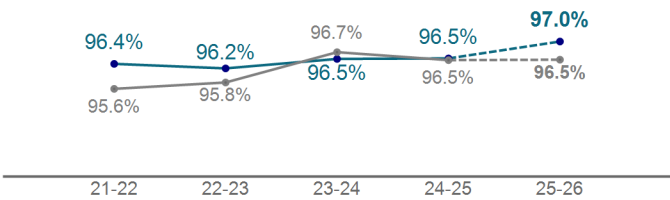
African American
N = 233



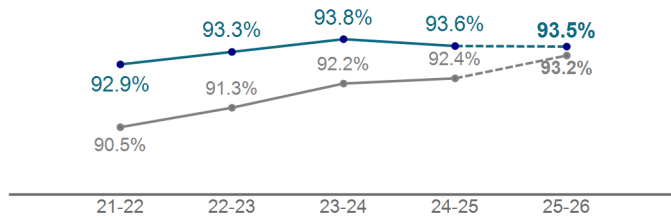
Asian
N = 93



Filipino
N = 73



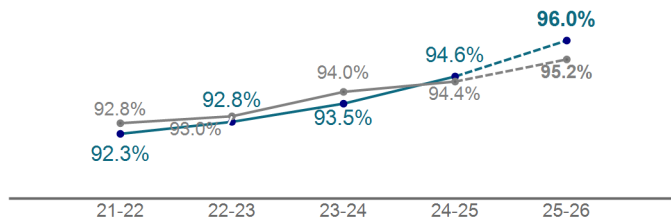
Hispanic
N = 591



Pacific Islander

Subgroup with fewer than 20 students.

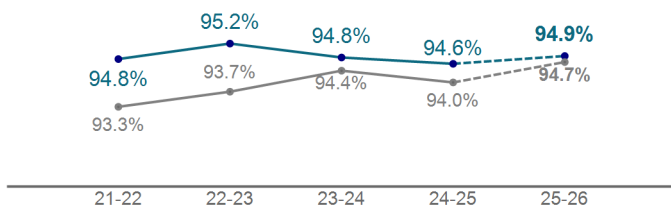
White
N = 106



Native American

Subgroup with fewer than 20 students.

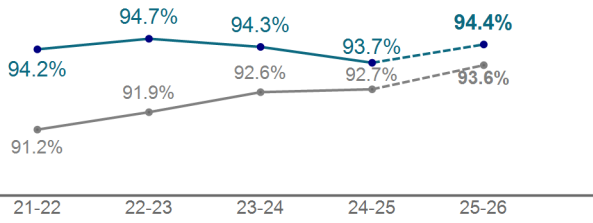
Other
N = 115



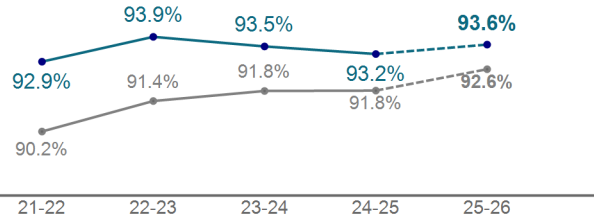
N's are from the current year.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included.

Attendance Rate

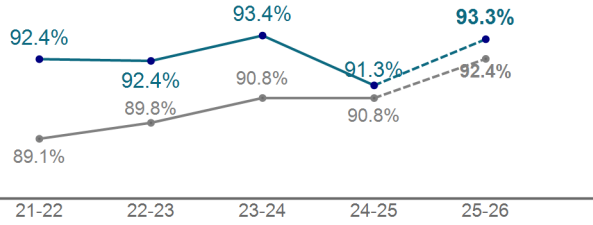
EL + RFEP
N = 200



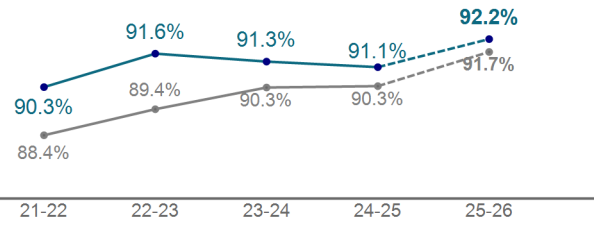
Low SES
N = 614



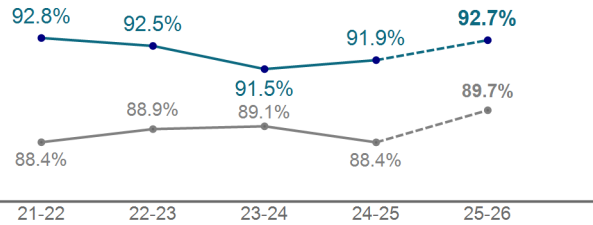
English Learner
N = 90



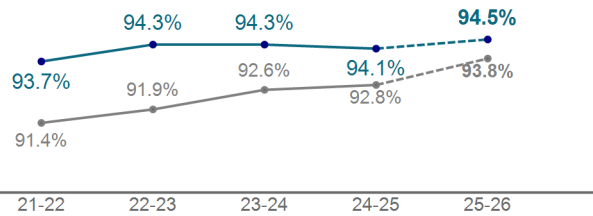
Special Education
N = 175



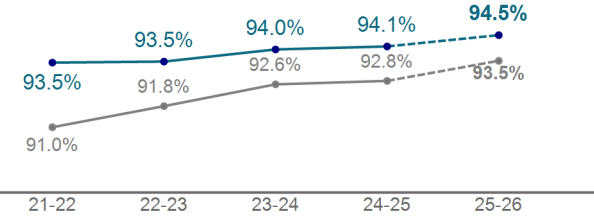
Homeless or Foster Youth
N = 80



Female
N = 605



Male
N = 623



N's are from the current year.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included.

SBAC ELA 2025 :: School Data by Subgroup

Hughes

Category	Tested		Percent by Achievement Level					2 yr	3 yr	% Cohort	
			Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All Students	31,396	District	48%	27	22	28	24	52%	↑2		↑2
Gender	Female	District	44%	23	21	30	26	56%	↑2		↑2
	Male	District	52%	31	22	26	22	48%	↑3		↑3
	Nonbinary	District	31%	16	16	40	29	69%	↑14		-
Special Populations	EL + RFEP	District	62%	37	25	25	13	38%	↑1		↑4
	ELL	District	90%	67	23	8	1	10%	↓4		↑3
	RFEP	District	38%	12	26	38	23	62%	↑3		↑5
	Foster	District	74%	52	21	19	7	26%	↑3		↑12
	GATE/Excel	District	10%	2	8	31	59	90%	↑2		↓-
	Homeless	District	69%	45	24	21	10	31%	↑1		↑3
	Homeless/Foster	District	70%	46	24	20	9	30%	↑1		↑4
	Low SES	District	58%	34	24	27	15	42%	↑2		↑3
	Special Ed.	District	81%	62	20	13	6	19%	↑2		↑4
	Spec Ed. Speech/RSP	District	81%	57	24	15	4	19%	↓2		↑6

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

SBAC Math 2025 :: School Data by Subgroup

Hughes

Category	Tested		Percent by Achievement Level						2 yr	3 yr	% Cohort
			Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All Students	31,450	District	62%	36	25	19	19	38%	↑2		↓4
Gender	Female	District	64%	37	26	19	17	36%	↑2		↓5
	Male	District	59%	36	24	20	21	41%	↑2		↓2
	Nonbinary	District	67%	41	26	20	13	33%	↑1		↓28
Special Populations	EL + RFEP	District	74%	49	25	15	10	26%	↑2		↓3
	ELL	District	90%	70	21	8	2	10%	↓1		↑1
	RFEP	District	61%	32	29	22	17	39%	↑3		↓5
	Foster	District	80%	57	23	12	8	20%	↑3		↑7
	GATE/Excel	District	20%	5	15	27	53	80%	↑1		↓9
	Homeless	District	82%	59	24	11	7	18%	↑-		↓4
	Homeless/Foster	District	82%	58	24	11	7	18%	↑1		↓3
	Low SES	District	71%	44	26	17	12	29%	↑2		↓2
	Special Ed.	District	85%	68	17	9	6	15%	↑2		↑1
	Spec Ed. Speech/RSP	District	85%	66	20	10	5	15%	↓2		↑2

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

Hughes

Category	Tested		Percent by Achievement Level						2 yr	3 yr	% Cohort
			Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All Students	13,317	District	72%	15	57	19	9	28%	↑2		-
Gender	Female	District	73%	13	59	19	8	27%	↑1		-
	Male	District	71%	17	54	19	10	29%	↑3		-
	Nonbinary	District	79%	3	76	7	14	21%	↓20		-
Special Populations	EL + RFEP	District	83%	20	63	13	3	17%	↑1		-
	ELL	District	99%	43	56			1%	↓1		-
	RFEP	District	75%	9	66	20	5	25%	↑-		-
	Foster	District	87%	27	60	12	1	13%	↑4		-
	GATE/Excel	District	35%	2	33	38	27	65%	↑1		-
	Homeless	District	86%	26	60	11	3	14%	↑1		-
	Homeless/Foster	District	86%	26	60	11	3	14%	↑1		-
	Low SES	District	81%	19	61	15	4	19%	↑1		-
	Special Ed.	District	92%	37	55	6	2	8%	↓-		-
	Spec Ed. Speech/RSP	District	92%	32	60	7	2	8%	↓2		-

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

SBAC ELA GROWTH REPORT 2025 School Growth Data by Subgroup

Hughes

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
		N		Growth Target				
				Declined	Below Target	Above Target	Accelerated*	
E L A	All Students	1,131	24	32	12	13	44	
		All Middle	18	33	13	14	40	
		District	28	30	15	17	38	
	Grade	Gr. 06 <small>(Minimum Growth Target: 27) (Min Accelerated Growth Target: 55) (Minimum Board Goal 2 Target: 81)</small>	385	-	40	15	13	32
			All Middle	12	38	16	16	30
			District	15	36	16	17	31
		Gr. 07 <small>(Minimum Growth Target: 25) (Min Accelerated Growth Target: 51) (Minimum Board Goal 2 Target: 80)</small>	375	-	20	12	15	53
			All Middle	33	25	14	16	45
			District	37	25	14	16	45
		Gr. 08 <small>(Minimum Growth Target: 14) (Min Accelerated Growth Target: 29) (Minimum Board Goal 2 Target: 83)</small>	371	-	35	9	10	46
			All Middle	12	38	9	9	44
			District	11	38	9	9	44
Ethnicity	Hispanic	546	-	30	13	13	44	
		All Middle	19	33	13	14	40	
		District	28	30	14	17	38	
	African American	192	-	37	10	11	42	
		All Middle	19	35	12	14	39	
		District	25	32	14	15	39	
	Other	116	-	31	14	12	43	
		All Middle	7	36	14	13	38	
		District	25	31	15	17	37	

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

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

SBAC ELA GROWTH REPORT 2025 School Growth Data by Subgroup

Hughes

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
		N		Growth Target				
				Declined	Below Target	Above Target	Accelerated*	
E L A	Ethnicity	Asian	95	-	36	8	13	43
			All Middle	11	34	14	13	39
			District	28	29	15	17	39
	Cambodian	95	-	34	9	15	42	
		All Middle	7	33	15	14	38	
		District	23	29	15	18	38	
	White	91	-	30	12	16	42	
		All Middle	23	32	13	16	39	
		District	27	30	15	19	37	
	Filipino	75	-	32	11	8	49	
		All Middle	25	31	14	13	42	
		District	37	29	14	17	41	
Pacific Islander	16^	-	13	19	25	44		
	All Middle	25	30	19	14	36		
	District	39	30	18	15	37		
Gender	Female	559	-	30	13	13	45	
		All Middle	19	32	13	14	41	
		District	28	30	15	17	38	
	Male	571	28	34	12	12	42	
		All Middle	16	35	13	14	39	
		District	26	31	14	17	38	

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

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

SBAC ELA GROWTH REPORT 2025 School Growth Data by Subgroup

Hughes

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)			
		N		Growth Target			
				Declined	Below Target	Above Target	Accelerated*
Gender	Nonbinary	1^	-				100
		All Middle^	72	25	25	50	
		District	19	33	18	48	
Special Populations	EL + RFEP	217	-	31	14	9	46
		All Middle	22	31	12	14	43
		District	28	31	13	16	41
	ELL	60	-	28	20	8	43
		All Middle	22	32	13	13	42
		District	31	30	15	17	38
	RFEP	157	-	32	12	9	47
		All Middle	23	31	12	14	44
		District	27	31	11	15	43
	Foster	12^	-		17	25	58
		All Middle	14	45	16	5	34
		District	35	38	18	9	35
	GATE/Excel	309	-	30	11	15	45
		All Middle	17	33	13	15	39
		District	30	29	16	19	36
Homeless	57	-	33	16	14	37	
	All Middle	23	31	14	14	40	
	District	34	30	15	16	40	

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

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

SBAC ELA GROWTH REPORT 2025 School Growth Data by Subgroup

Hughes

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
		N		Growth Target				
				Declined	Below Target	Above Target	Accelerated*	
E L A	Special Populations	Homeless/Foster	69	-	30	17	12	41
			All Middle	23	33	14	13	40
			District	34	31	15	15	39
	Low SES	601	20	33	13	11	42	
		All Middle	18	34	13	14	40	
		District	28	30	15	16	39	
	Special Ed.	140	-	22	16	13	49	
		All Middle	19	33	13	14	40	
		District	31	30	14	17	39	
	Spec Ed. Speech/RSP	94	-	24	17	13	46	
		All Middle	19	34	13	13	40	
		District	31	31	13	16	41	

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

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

SBAC Math GROWTH REPORT 2025 School Growth Data by Subgroup

Hughes

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
		N		Growth Target				
				Declined	Below Target	Above Target	Accelerated*	
Math	All Students	1,127	37	39	12	11	37	
		All Middle	19	38	12	13	36	
		District	20	34	20	19	27	
	Grade	Gr. 06 (Minimum Growth Target: 24) (Min Accelerated Growth Target: 49)	385	-	44	18	13	25
			All Middle	24	40	15	15	29
			District	29	39	15	16	30
		Gr. 07 (Minimum Growth Target: 17) (Min Accelerated Growth Target: 35)	373	38	27	9	10	54
			All Middle	18	34	11	12	43
			District	19	34	11	12	43
		Gr. 08 (Minimum Growth Target: 19) (Min Accelerated Growth Target: 39)	369	-	45	9	12	34
			All Middle	14	40	10	12	38
			District	14	41	10	12	37
Ethnicity	Hispanic	545	20	42	12	12	35	
		All Middle	17	40	12	13	35	
		District	19	36	19	19	27	
	African American	191	-	43	13	14	30	
		All Middle	22	40	12	12	36	
		District	23	35	20	17	28	
	Other	114	-	33	10	15	42	
		All Middle	26	32	13	14	41	
		District	21	31	20	20	28	

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

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

SBAC Math GROWTH REPORT 2025 School Growth Data by Subgroup

Hughes

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)					
		N		Growth Target					
				Declined	Below Target	Above Target	Accelerated*		
Math	Ethnicity	Asian	95	-	31	11	9	49	
			All Middle	21		31	15	14	40
			District	22		31	21	20	29
	Cambodian	94	-	28	10	14	49		
		All Middle	15		31	15	16	38	
		District	18		30	20	20	30	
	White	91	-	37	14	5	43		
		All Middle	20		37	12	13	38	
		District	16		34	20	19	26	
	Filipino	75	-	28	20	7	45		
		All Middle	11		31	15	13	42	
		District	18		30	19	21	30	
Pacific Islander	16^	-	38	13	6	44			
	All Middle	-1		36	10	15	39		
	District	4		35	22	20	23		
Gender	Female	559	34	39	14	11	37		
		All Middle	20		37	13	13	37	
		District	17		34	20	18	27	
	Male	567	39	39	11	12	38		
		All Middle	17		39	12	13	36	
		District	22		35	19	19	27	

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

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

SBAC Math GROWTH REPORT 2025 School Growth Data by Subgroup

Hughes

Category		N	Average Scale Score Change from Prior Year to This Year	Percent of Students Change in Scale (Comparing prior year's scale score to this year)			
				Declined	Below Target	Above Target	Accelerated*
Gender	Nonbinary	1^	-	100			
		All Middle^	18	38	13	13	38
		District	-12	52	12	15	21
Special Populations	EL + RFEP	221	-	41	10	12	37
		All Middle	16	40	12	13	36
		District	17	37	18	18	27
	ELL	62	-	47	8	13	32
		All Middle	11	46	11	11	33
		District	25	37	18	18	26
	RFEP	159	-	38	11	12	38
		All Middle	20	36	13	13	38
		District	14	36	18	18	28
	Foster	12^	-	33	17	17	33
		All Middle	21	38	15	14	33
		District	60	35	19	18	28
	GATE/Excel	308	-	33	13	13	40
		All Middle	23	33	14	14	39
		District	16	31	21	21	27
Homeless	56	-	54	9	2	36	
	All Middle	18	42	12	11	35	
	District	12	38	19	16	27	

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

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

SBAC Math GROWTH REPORT 2025 School Growth Data by Subgroup

Hughes

2/5/26

Category		N	Average Scale Score Change from Prior Year to This Year	Percent of Students Change in Scale (Comparing prior year's scale score to this year)			
				Declined	Below Target	Above Target	Accelerated*
Math at Special Populations	Homeless/Foster	68	-	50	10	4	35
		All Middle	18	42	12	11	35
		District	18	38	19	16	27
	Low SES	598	33	42	10	11	36
		All Middle	18	40	12	13	35
		District	19	35	19	19	27
	Special Ed.	133	-	46	10	11	33
		All Middle	12	43	10	12	35
		District	25	36	17	17	29
	Spec Ed. Speech/RSP	93	-	46	8	13	33
		All Middle	15	44	9	12	35
		District	21	37	18	17	29

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

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

SBAC ELA 2024-2025 :: School Comparison by Subgroup

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded			
All Elementary	11,695	50%	29	21	24	26	50%	↑2	↑3

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.
 Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Math 2024-2025 :: School Comparison by Subgroup

2/5/26

All


School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded			
All Elementary	11,758	55%	29	26	23	22	45%	↑1	↓3

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Science 2024-2025 :: School Comparison by Subgroup

2/5/26

All

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All Elementary	3,904	68%	17	52	20	12	32%	↑2		-

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC ELA 2024-2025 :: School Comparison by Subgroup

2/5/26

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded			
All Middle	11,560	49%	26	23	32	19	51%	↑3	↓2

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Math 2024-2025 :: School Comparison by Subgroup

2/5/26

All


School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met Exceeded	Met+Exceeded			
All Middle	11,563	65%	40	25	17	18	35%	↑2	↑1

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Science 2024-2025 :: School Comparison by Subgroup

2/5/26

All

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All Middle	3,859	72%	15	58	19	8	28%	↑3		-

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC ELA 2024-2025 :: School Comparison by Subgroup

2/5/26

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded			
All K-8	3,576	44%	25	20	27	29	56%	↑4	↑-

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Math 2024-2025 :: School Comparison by Subgroup

2/5/26

All


School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded			
All K-8	3,573	54%	31	23	20	25	46%	↑4	↑3

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Science 2024-2025 :: School Comparison by Subgroup

2/5/26

All

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All K-8	1,218	65%	14	51	23	13	35%	↑3		-

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC ELA 2024-2025 :: School Comparison by Subgroup

2/5/26

All


School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded			
All High	4,565	46%	25	21	29	25	54%	↑2	↑5

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Math 2024-2025 :: School Comparison by Subgroup

2/5/26

All

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All High	4,556	73%	50	23	16	11	27%	↑3		↓7

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Science 2024-2025 :: School Comparison by Subgroup

2/5/26

All

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All High	4,336	76%	15	62	18	6	24%	↑-		-

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC ELA 2024-2025 :: School Comparison by Subgroup

2/5/26

All

School	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
District	31,396	48%	27	22	28	24	52%	↑2		↑2

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Math 2024-2025 :: School Comparison by Subgroup

2/5/26

All


School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met Exceeded	Met+Exceeded			
District	31,450	62%	36	25	19	19	38%	↑2	↓4

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Science 2024-2025 :: School Comparison by Subgroup

2/5/26

All

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
District	13,317	72%	15	57	19	9	28%	↑2		-

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

Hughes

24-25

Legend
Exclusionary
Other Action
No Action Taken
Restorative Justice

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

		YR	
subgroup			
Category		# Records	Percent by Category
All Students	All	357	75 23 2
	Grade		
	Gr. 06	73	84 16
	Gr. 07	163	76 23 1
	Gr. 08	121	69 26 5
Ethnicity	African American	132	78 19 3
	Asian	4	25 50 25
	Filipino	5	100
	Hispanic	157	71 27 2
	Other	44	77 23
	Pacific Islander	6	83 17
	White	9	89 11
Gender	Female	85	68 28 4
	Male	272	77 21 2

Hughes

24-25

Legend
Exclusionary
Other Action
No Action Taken
Restorative Justice

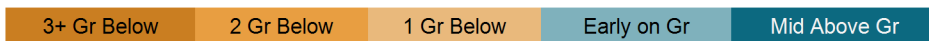
Count of Unique Student-Incidents by Action Type (disposition type). Each student is counted once per incident; each incident is categorized based on the most severe outcome for the student. Incidents missing dispositions are counted under "No Action Taken" type.

Category	subgroup	# Records	YR	
			Percent by Category	
Special Populations	EL + RFEP	60	72	27
	ELL	32	63	38
	Foster	23	70	30
	GATE/Excel	39	85	13
	Homeless	41	73	24
	Low SES	252	75	22
	RFEP	28	82	14
	Spec Ed. Speech/RSP	45	73	22
	Special Ed.	97	70	28

i-Ready Math Overall Relative Placement School Data by Subgroup Hughes 2024-2025



Legend



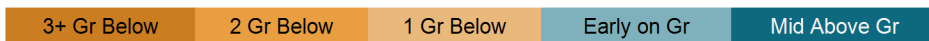
Category		Diagnostic Window	# Students	Percent by Category				
All Students	1,134	3	1,134	19	9	26	23	23
Grade	Gr. 06	3	384	16	12	27	26	19
	Gr. 07	3	375	19	9	27	24	22
	Gr. 08	3	375	21	7	23	20	28
Ethnicity	African American	3	192	30	7	32	19	11
	Asian	3	99	7	5	24	27	36
	Filipino	3	73	5	4	15	32	44
	Hispanic	3	548	23	13	26	20	18
	White	3	94	7	3	21	29	39
	Other	3	114	9	5	25	31	31
Gender	Female	3	562	17	9	28	24	22
	Male	3	571	20	9	24	22	24
Special Populations	Low SES	3	597	24	10	30	19	18
	ELL	3	65	49	17	25	2	8
	RFEP	3	157	13	10	27	24	27
	EL + RFEP	3	222	23	12	27	17	21
	Special Ed.	3	145	59	12	13	9	7
	Spec Ed. Speech/RSP	3	95	55	14	16	9	6
	Homeless	3	53	32	6	21	11	30
	GATE/Excel	3	304	1	2	11	28	58

The percentages may not equal 100% due to rounding.

i-Ready Reading Overall Relative Placement School Data by Subgroup Hughes 2024-2025



Legend



Category	Diagnostic Window	# Students	Percent by Category					
All Students	1,157	3	1,157	23	9	18	18	31
Grade	Gr. 06	3	395	22	12	23	14	30
	Gr. 07	3	384	21	9	17	20	33
	Gr. 08	3	378	27	7	15	22	30
Ethnicity	African American	3	197	35	10	18	19	19
	Asian	3	99	16	7	18	15	43
	Filipino	3	77	8	9	14	26	43
	Hispanic	3	557	28	10	22	17	23
	White	3	95	8	3	7	17	64
	Other	3	117	11	9	13	25	42
Gender	Female	3	575	18	12	20	19	31
	Male	3	581	28	6	17	18	30
Special Populations	Low SES	3	613	27	11	20	19	22
	ELL	3	68	76	10	9	1	1
	RFEP	3	161	16	11	18	25	30
	EL + RFEP	3	229	34	10	15	18	22
	Special Ed.	3	154	61	13	10	8	8
	Spec Ed. Speech/RSP	3	100	54	16	13	12	5
	Homeless	3	56	29	9	21	23	18
	GATE/Excel	3	310	2	10	20	66	

The percentages may not equal 100% due to rounding.



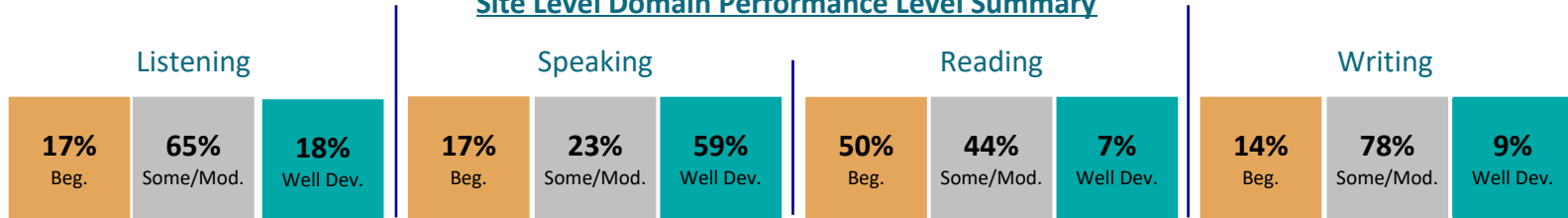
ELPAC Summative Assessment Grade Level Summary 2024-2025

Site :: Hughes

Site Level Overall Performance Level Summary



Site Level Domain Performance Level Summary



Grade Level Performance Summary (Overall and by Domain)

Grade	Overall Development				Listening			Speaking			Reading			Writing		
	Beg.	Some.	Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well
06	19%	30%	43%	9%	13%	68%	13%	17%	15%	62%	38%	49%	6%	23%	60%	11%
07	3%	34%	38%	24%	10%	52%	24%	10%	17%	59%	55%	24%	7%	0%	76%	10%
08	19%	39%	25%	17%	22%	56%	17%	19%	33%	42%	47%	42%	6%	8%	83%	3%



Grade Distribution - All 2024-2025 S2

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category		Count of Marks	Percent by Category				D/F Rate	
All Middle	78,300	78,300	6	9	17	23	37	15.6%
Bancroft	5,265	5,265	8	9	15	19	34	17.1%
Franklin	5,804	5,804	8	11	21	25	29	18.6%
Hamilton	5,107	5,107	6	10	16	21	28	16.9%
Hoover	2,980	2,980	3	8	18	24	45	10.5%
Hughes	7,246	7,246	4	10	17	25	43	14.0%
Jefferson	5,975	5,975	9	12	21	26	31	20.6%
Keller	4,104	4,104		15	15	28	50	6.0%
Lindbergh	3,257	3,257	6	12	23	23	27	17.8%
Lindsey	3,987	3,987	9	11	19	24	31	20.2%
Marshall	6,605	6,605	4	8	16	24	44	12.8%
Nelson	4,906	4,906	10	14	20	19	31	24.8%
Rogers	4,549	4,549	5	5	12	21	55	10.3%
Stanford	8,120	8,120	6	7	12	19	40	12.5%
Stephens	5,080	5,080	3	6	17	23	42	8.8%
Washington	5,305	5,305	10	12	17	21	28	22.3%
All K8	14,921	14,921	5	8	14	20	45	13.0%
Cubberley	2,877	2,877	2	6	12	19	54	8.4%
Muir	2,658	2,658	8	9	16	20	31	17.1%
Newcomb	2,126	2,126		2	6	15	70	3.3%
Powell	1,971	1,971	6	12	20	25	33	17.3%
Robinson	2,108	2,108	11	11	18	20	32	21.9%
Tincher	2,450	2,450	4	6	13	18	51	9.8%
All High	127,165	127,165	8	9	18	23	42	17.1%
Avalon	1,087	1,087	7	10	17	20	47	16.4%
		724	7	10	15	23	37	16.6%
Browning	1,933	1,933	13	13	27	25	22	25.6%
Cabrillo	10,531	10,531	12	12	21	21	33	24.5%
CAMS	4,555	4,555		1	6	16	77	1.8%
Jordan	14,966	14,966	11	13	23	23	28	24.9%
Lakewood	14,569	14,569	8	11	21	23	37	19.2%
McBride	4,364	4,364		25	15	25	53	6.2%
Millikan	22,203	22,203	4	7	16	24	47	11.7%
PAAL	447	447	7	15	36	25	14	22.1%

The percentages may not equal 100% due to rounding.



Grade Distribution - All 2024-2025 S2

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category		A/B/C Rate
All Middle	78,300	84.4%
Bancroft	5,265	82.9%
Franklin	5,804	81.4%
Hamilton	5,107	83.1%
Hoover	2,980	89.5%
Hughes	7,246	86.0%
Jefferson	5,975	79.4%
Keller	4,104	94.0%
Lindbergh	3,257	82.2%
Lindsey	3,987	79.8%
Marshall	6,605	87.2%
Nelson	4,906	75.2%
Rogers	4,549	89.7%
Stanford	8,120	87.5%
Stephens	5,080	91.2%
Washington	5,305	77.7%
All K8	14,921	87.0%
Cubberley	2,877	91.6%
Muir	2,658	82.9%
Newcomb	2,126	96.7%
Powell	1,971	82.7%
Robinson	2,108	78.1%
Tincher	2,450	90.2%
All High	127,165	82.9%
Avalon	1,087	83.6%
		83.4%
Browning	1,933	74.4%
Cabrillo	10,531	75.5%
CAMS	4,555	98.2%
Jordan	14,966	75.1%
Lakewood	14,569	80.8%
McBride	4,364	93.8%
Millikan	22,203	88.3%
PAAL	447	77.9%

The percentages may not equal 100% due to rounding.

Report Name: Grades - Grade_Distribution_Summary_School_List - ARC Report GRD04-BAND

Run date: 2/5/2026



Grade Distribution - All 2024-2025 S2

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category		Count of Marks	Percent by Category					D/F Rate
Polytechnic	24,596	24,596	8	9	18	23	42	17.5%
Reid	186	186	23		48	23	6	22.6%
Renaissance	2,611	2,611	4	6	18	26	45	10.1%
Sato	3,628	3,628	2	11		26	59	3.1%
Wilson	21,631	21,631	10	10	18	21	41	19.4%
District	220,386	220,386	7	9	17	23	40	16.3%



Grade Distribution - All 2024-2025 S2

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category		A/B/C Rate
Polytechnic	24,596	82.5%
Reid	186	77.4%
Renaissance	2,611	89.9%
Sato	3,628	96.9%
Wilson	21,631	80.6%
District	220,386	83.7%



Grade Distribution - All 2024-2025 PS2

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category	Count of Marks		Percent by Category					D/F Rate	
All Middle	78,007	78,007	8	10	17	23	33	18.3%	
Bancroft	5,074	5,074	9	11	15	21	30	20.3%	
Franklin	5,788	5,788	9	11	21	25	27	20.4%	
Hamilton	5,106	5,106	8	11	18	20	25	18.9%	
Hoover	2,978	2,978	5	10	19	24	40	14.8%	
Hughes	7,246	7,246	5	11	18	26	39	16.2%	
Jefferson	5,987	5,987	11	14	21	24	28	24.3%	
Keller	4,096	4,096		2	6	17	31	44	7.4%
Lindbergh	3,265	3,265	9	13	23	22	23	22.8%	
Lindsey	3,892	3,892	13	12	18	23	27	25.4%	
Marshall	6,611	6,611	6	9	16	25	40	15.1%	
Nelson	4,900	4,900	13	16	18	20	28	28.2%	
Rogers	4,548	4,548	6	7	14	24	48	13.0%	
Stanford	8,114	8,114	6	8	12	20	38	13.6%	
Stephens	5,079	5,079	4	8	18	23	38	11.7%	
Washington	5,279	5,279	13	12	17	21	25	24.8%	
All K8	14,892	14,892	7	8	15	20	42	15.2%	
Cubberley	2,871	2,871	4	7	13	21	50	10.2%	
Muir	2,642	2,642	9	11	16	21	27	20.1%	
Newcomb	2,126	2,126		2	3	7	15	68	4.3%
Powell	1,974	1,974	9	11	20	25	31	19.8%	
Robinson	2,101	2,101	14	11	18	20	29	25.7%	
Tincher	2,441	2,441	4	7	14	19	49	10.6%	
All High	126,095	126,095	11	11	18	23	36	22.0%	
Avalon	1,064	1,064	12	12	16	20	41	23.7%	
		716	9	12	20	24	28	21.4%	
Browning	1,899	1,899	17	15	25	24	19	31.4%	
Cabrillo	10,468	10,468	17	13	20	19	29	30.6%	
CAMS	4,552	4,552		3	8	22	66	4.0%	
Jordan	14,722	14,722	17	16	21	22	24	32.8%	
Lakewood	14,493	14,493	11	13	21	23	32	23.9%	
McBride	4,362	4,362		3	7	19	29	43	9.8%
Millikan	22,042	22,042	7	9	18	25	41	15.6%	
PAAL	378	378	18	14	25	19	16	31.5%	

The percentages may not equal 100% due to rounding.



Grade Distribution - All 2024-2025 PS2

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category		A/B/C Rate
All Middle	78,007	81.7%
Bancroft	5,074	79.7%
Franklin	5,788	79.6%
Hamilton	5,106	81.1%
Hoover	2,978	85.2%
Hughes	7,246	83.8%
Jefferson	5,987	75.7%
Keller	4,096	92.6%
Lindbergh	3,265	77.2%
Lindsey	3,892	74.6%
Marshall	6,611	84.9%
Nelson	4,900	71.8%
Rogers	4,548	87.0%
Stanford	8,114	86.4%
Stephens	5,079	88.3%
Washington	5,279	75.2%
All K8	14,892	84.8%
Cubberley	2,871	89.8%
Muir	2,642	79.9%
Newcomb	2,126	95.7%
Powell	1,974	80.2%
Robinson	2,101	74.3%
Tincher	2,441	89.4%
All High	126,095	78.0%
Avalon	1,064	76.3%
		78.6%
Browning	1,899	68.6%
Cabrillo	10,468	69.4%
CAMS	4,552	96.0%
Jordan	14,722	67.2%
Lakewood	14,493	76.1%
McBride	4,362	90.2%
Millikan	22,042	84.4%
PAAL	378	68.5%

The percentages may not equal 100% due to rounding.

Report Name: Grades - Grade_Distribution_Summary_School_List - ARC Report GRD04-BAND

Run date: 2/5/2026



Grade Distribution - All 2024-2025 PS2

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category	Count of Marks		Percent by Category					D/F Rate
Polytechnic	24,541	24,541	11	11	19	23	37	21.8%
Reid	163	163	23		44	26	7	22.7%
Renaissance	2,610	2,610	5	8	17	27	43	13.1%
Sato	3,626	3,626	1	4	13	29	53	4.9%
Wilson	21,255	21,255	13	12	18	21	36	24.7%
District	218,994	218,994	10	11	18	23	36	20.2%



Grade Distribution - All 2024-2025 PS2

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category		A/B/C Rate
Polytechnic	24,541	78.2%
Reid	163	77.3%
Renaissance	2,610	86.9%
Sato	3,626	95.1%
Wilson	21,255	75.3%
District	218,994	79.8%



Grade Distribution - All 2024-2025 Q3

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category	Count of Marks		Percent by Category					D/F Rate
All Middle	78,273	78,273	8	10	17	23	35	18.3%
Bancroft	5,375	5,375	9	10	15	20	32	19.1%
Franklin	5,787	5,787	10	11	21	25	27	21.0%
Hamilton	5,069	5,069	8	11	17	20	27	18.7%
Hoover	2,983	2,983	5	9	19	23	41	14.8%
Hughes	7,218	7,218	6	9	16	25	43	14.6%
Jefferson	5,986	5,986	11	13	20	24	28	24.9%
Keller	4,120	4,120	2	6	15	30	45	8.2%
Lindbergh	3,215	3,215	10	15	21	22	24	24.1%
Lindsey	3,775	3,775	15	11	18	23	28	26.1%
Marshall	6,591	6,591	7	9	15	24	42	15.9%
Nelson	4,944	4,944	12	13	18	21	29	25.7%
Rogers	4,550	4,550	6	7	14	24	48	13.3%
Stanford	8,085	8,085	5	7	11	21	40	12.4%
Stephens	5,079	5,079	6	7	18	22	38	13.2%
Washington	5,297	5,297	14	11	17	21	24	25.1%
All K8	14,861	14,861	7	8	14	20	43	15.0%
Cubberley	2,837	2,837	3	6	11	21	52	9.3%
Muir	2,617	2,617	9	9	16	21	28	18.5%
Newcomb	2,126	2,126	1	4	7	15	67	5.1%
Powell	1,975	1,975	10	10	16	24	35	19.7%
Robinson	2,111	2,111	13	12	19	19	29	25.4%
Tincher	2,441	2,441	5	7	12	18	49	11.9%
All High	127,043	127,043	11	11	17	22	38	21.8%
Avalon	1,075	1,075	12	8	14	21	45	20.4%
		725	8	12	18	21	33	20.3%
Browning	1,943	1,943	17	13	21	25	22	30.7%
Cabrillo	10,577	10,577	19	12	18	20	31	31.0%
CAMS	4,555	4,555	3	9	22	22	64	3.9%
Jordan	14,853	14,853	16	14	21	21	27	29.6%
Lakewood	14,537	14,537	12	12	19	23	34	23.9%
McBride	4,362	4,362	3	8	17	27	45	10.9%
Millikan	22,153	22,153	7	9	16	25	43	15.7%
PAAL	498	498	7	14	31	26	16	20.7%

The percentages may not equal 100% due to rounding.



Grade Distribution - All 2024-2025 Q3

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category		A/B/C Rate
All Middle	78,273	81.7%
Bancroft	5,375	80.9%
Franklin	5,787	79.0%
Hamilton	5,069	81.3%
Hoover	2,983	85.2%
Hughes	7,218	85.4%
Jefferson	5,986	75.1%
Keller	4,120	91.8%
Lindbergh	3,215	75.9%
Lindsey	3,775	73.9%
Marshall	6,591	84.1%
Nelson	4,944	74.3%
Rogers	4,550	86.7%
Stanford	8,085	87.6%
Stephens	5,079	86.8%
Washington	5,297	74.9%
All K8	14,861	85.0%
Cubberley	2,837	90.7%
Muir	2,617	81.5%
Newcomb	2,126	94.9%
Powell	1,975	80.3%
Robinson	2,111	74.6%
Tincher	2,441	88.1%
All High	127,043	78.2%
Avalon	1,075	79.6%
		79.7%
Browning	1,943	69.3%
Cabrillo	10,577	69.0%
CAMS	4,555	96.1%
Jordan	14,853	70.4%
Lakewood	14,537	76.1%
McBride	4,362	89.1%
Millikan	22,153	84.3%
PAAL	498	79.3%

The percentages may not equal 100% due to rounding.

Report Name: Grades - Grade_Distribution_Summary_School_List - ARC Report GRD04-BAND

Run date: 2/5/2026



Grade Distribution - All 2024-2025 Q3

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category	Count of Marks		Percent by Category					D/F Rate
Polytechnic	24,517	24,517	12	10	18	22	39	21.7%
Reid	148	148	14		40	37	9	14.2%
Renaissance	2,608	2,608	6	9	16	25	44	14.9%
Sato	3,642	3,642	1	4	11	28	55	5.5%
Wilson	21,368	21,368	14	11	16	20	38	25.0%
District	220,177	220,177	10	10	17	22	37	20.1%



Grade Distribution - All 2024-2025 Q3

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category		A/B/C Rate
Polytechnic	24,517	78.3%
Reid	148	85.8%
Renaissance	2,608	85.1%
Sato	3,642	94.5%
Wilson	21,368	75.0%
District	220,177	79.9%



Grade Distribution - All 2024-2025 S1

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category	Count of Marks		Percent by Category				D/F Rate	
All Middle	78,600	78,600	5	9	17	24	38	14.0%
Bancroft	5,425	5,425	6	10	15	21	33	15.8%
Franklin	5,686	5,686	5	9	20	27	33	13.1%
Hamilton	4,994	4,994	5	10	18	24	25	15.0%
Hoover	2,926	2,926	2	9	20	28	39	10.5%
Hughes	7,218	7,218	2	9	17	25	45	11.3%
Jefferson	5,947	5,947	7	13	19	25	34	20.0%
Keller	4,112	4,112	1	4	12	25	56	5.3%
Lindbergh	3,184	3,184	6	13	25	22	26	18.7%
Lindsey	3,948	3,948	8	11	20	24	30	19.3%
Marshall	6,554	6,554	4	8	14	23	48	11.4%
Nelson	4,926	4,926	6	12	20	25	32	18.2%
Rogers	4,527	4,527	4	5	12	22	56	9.1%
Stanford	8,056	8,056	4	7	11	20	42	11.5%
Stephens	5,085	5,085	2	7	17	25	41	9.3%
Washington	5,267	5,267	6	13	18	23	29	19.0%
All K8	14,960	14,960	4	7	14	21	46	11.0%
Cubberley	2,888	2,888	2	4	12	24	52	6.2%
Muir	2,663	2,663	7	8	16	22	32	14.6%
Newcomb	2,121	2,121	1	2	5	12	76	2.1%
Powell	1,948	1,948	5	12	18	25	36	16.4%
Robinson	2,100	2,100	7	12	20	22	32	19.3%
Tincher	2,413	2,413	2	5	12	19	55	6.8%
All High	131,361	131,361	7	9	18	24	41	16.4%
Avalon	1,120	1,120	8	12	17	19	43	20.3%
		704	3	11	18	24	35	14.5%
Browning	2,393	2,393	9	11	25	28	26	19.9%
Cabrillo	10,960	10,960	11	12	19	22	35	23.0%
CAMS	4,611	4,611	1	2	5	19	74	1.5%
Jordan	15,355	15,355	11	13	22	24	28	24.6%
Lakewood	14,785	14,785	6	11	20	26	37	17.2%
McBride	4,397	4,397	1	5	17	26	51	6.3%
Millikan	22,543	22,543	3	7	16	25	49	10.1%
PAAL	499	499	9	16	33	20	12	25.1%

The percentages may not equal 100% due to rounding.



Grade Distribution - All 2024-2025 S1

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category		A/B/C Rate
All Middle	78,600	86.0%
Bancroft	5,425	84.2%
Franklin	5,686	86.9%
Hamilton	4,994	85.0%
Hoover	2,926	89.5%
Hughes	7,218	88.7%
Jefferson	5,947	80.0%
Keller	4,112	94.7%
Lindbergh	3,184	81.3%
Lindsey	3,948	80.7%
Marshall	6,554	88.6%
Nelson	4,926	81.8%
Rogers	4,527	90.9%
Stanford	8,056	88.5%
Stephens	5,085	90.7%
Washington	5,267	81.0%
All K8	14,960	89.0%
Cubberley	2,888	93.8%
Muir	2,663	85.4%
Newcomb	2,121	97.9%
Powell	1,948	83.6%
Robinson	2,100	80.7%
Tincher	2,413	93.2%
All High	131,361	83.6%
Avalon	1,120	79.7%
		85.5%
Browning	2,393	80.1%
Cabrillo	10,960	77.0%
CAMS	4,611	98.5%
Jordan	15,355	75.4%
Lakewood	14,785	82.8%
McBride	4,397	93.7%
Millikan	22,543	89.9%
PAAL	499	74.9%

The percentages may not equal 100% due to rounding.

Report Name: Grades - Grade_Distribution_Summary_School_List - ARC Report GRD04-BAND

Run date: 2/5/2026



Grade Distribution - All 2024-2025 S1

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category		Count of Marks	Percent by Category				D/F Rate	
Polytechnic	24,799	24,799	6	9	18	24	43	14.7%
Reid	96	96	16		25	35	16	15.6%
Renaissance	2,576	2,576	4	7	17	26	46	10.7%
Sato	3,684	3,684	3		13	27	56	3.8%
Wilson	21,853	21,853	9	10	18	22	40	19.0%
District	224,921	224,921	6	9	17	23	41	15.2%



Grade Distribution - All 2024-2025 S1

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category		A/B/C Rate
Polytechnic	24,799	85.3%
Reid	96	84.4%
Renaissance	2,576	89.3%
Sato	3,684	96.2%
Wilson	21,853	81.0%
District	224,921	84.8%



Grade Distribution - All 2024-2025 PS1

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category	Count of Marks		Percent by Category					D/F Rate	
All Middle	79,010	79,010	6	10	16	24	37	15.8%	
Bancroft	5,449	5,449	7	10	15	21	31	17.0%	
Franklin	5,719	5,719	6	11	20	26	31	16.3%	
Hamilton	5,047	5,047	6	11	16	23	27	17.0%	
Hoover	2,957	2,957	4	12	20	25	37	15.2%	
Hughes	7,230	7,230	4	9	16	25	45	13.3%	
Jefferson	5,992	5,992	10	13	18	23	34	22.4%	
Keller	4,104	4,104		25	12	27	53	6.7%	
Lindbergh	3,192	3,192	7	13	21	24	25	20.3%	
Lindsey	4,039	4,039	10	12	17	23	30	22.2%	
Marshall	6,539	6,539	4	8	14	23	47	12.7%	
Nelson	4,944	4,944	6	11	18	26	32	17.6%	
Rogers	4,527	4,527	5	6	12	25	51	10.5%	
Stanford	8,028	8,028	5	7	11	20	41	12.1%	
Stephens	5,106	5,106	4	6	15	23	40	10.1%	
Washington	5,274	5,274	11	12	18	23	25	22.3%	
All K8	15,010	15,010	5	8	14	21	45	12.4%	
Cubberley	2,880	2,880		25	13	24	51	6.8%	
Muir	2,653	2,653	7	9	15	20	32	16.2%	
Newcomb	2,128	2,128		25	14		73	2.5%	
Powell	1,969	1,969	6	12	18	26	34	17.8%	
Robinson	2,115	2,115	9	14	20	21	28	22.8%	
Tincher	2,414	2,414		25	11	20	55	6.7%	
All High	130,810	130,810	9	10	17	24	38	19.9%	
Avalon	1,123	1,123	10	12	17	21	38	21.5%	
		694	6	11	15	19	41	17.3%	
Browning	2,320	2,320	14	12	22	26	22	26.0%	
Cabrillo	11,100	11,100	15	13	18	21	33	27.5%	
CAMS	4,610	4,610		2	8	23	66	2.6%	
Jordan	14,874	14,874	14	14	21	23	27	28.5%	
Lakewood	14,795	14,795	9	12	19	25	35	20.9%	
McBride	4,404	4,404		2	7	17	27	47	9.2%
Millikan	22,420	22,420	5	8	15	26	46	12.4%	
PAAL	382	382	23	15	28	18	10	38.2%	

The percentages may not equal 100% due to rounding.



Grade Distribution - All 2024-2025 PS1

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category		A/B/C Rate
All Middle	79,010	84.2%
Bancroft	5,449	83.0%
Franklin	5,719	83.7%
Hamilton	5,047	83.0%
Hoover	2,957	84.8%
Hughes	7,230	86.7%
Jefferson	5,992	77.6%
Keller	4,104	93.3%
Lindbergh	3,192	79.7%
Lindsey	4,039	77.8%
Marshall	6,539	87.3%
Nelson	4,944	82.4%
Rogers	4,527	89.5%
Stanford	8,028	87.9%
Stephens	5,106	89.9%
Washington	5,274	77.7%
All K8	15,010	87.6%
Cubberley	2,880	93.2%
Muir	2,653	83.8%
Newcomb	2,128	97.5%
Powell	1,969	82.2%
Robinson	2,115	77.2%
Tincher	2,414	93.3%
All High	130,810	80.1%
Avalon	1,123	78.5%
		82.7%
Browning	2,320	74.0%
Cabrillo	11,100	72.5%
CAMS	4,610	97.4%
Jordan	14,874	71.5%
Lakewood	14,795	79.1%
McBride	4,404	90.8%
Millikan	22,420	87.6%
PAAL	382	61.8%

The percentages may not equal 100% due to rounding.

Report Name: Grades - Grade_Distribution_Summary_School_List - ARC Report GRD04-BAND

Run date: 2/5/2026



Grade Distribution - All 2024-2025 PS1

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category		Count of Marks	Percent by Category					D/F Rate
Polytechnic	24,801	24,801	9	10	18	24	39	19.1%
Reid	75	75	9		41	39	11	9.3%
Renaissance	2,605	2,605	6	10	16	24	44	15.1%
Sato	3,675	3,675	6		16	29	49	6.4%
Wilson	21,484	21,484	11	10	17	23	38	21.7%
District	224,830	224,830	8	10	17	24	38	18.0%



Grade Distribution - All 2024-2025 PS1

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category		A/B/C Rate
Polytechnic	24,801	80.9%
Reid	75	90.7%
Renaissance	2,605	84.9%
Sato	3,675	93.6%
Wilson	21,484	78.3%
District	224,830	82.0%



Grade Distribution - All 2024-2025 Q1

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category	Count of Marks		Percent by Category				D/F Rate		
All Middle	79,016	79,016	6	9	15	22	41	14.9%	
Bancroft	5,435	5,435	6	8	14	21	37	14.5%	
Franklin	5,779	5,779	5	10	20	25	34	15.0%	
Hamilton	5,077	5,077	7	9	15	21	32	15.3%	
Hoover	2,964	2,964	4	11	18	22	43	15.1%	
Hughes	7,199	7,199	5	9	14	23	48	13.6%	
Jefferson	5,941	5,941	8	11	17	22	40	19.8%	
Keller	4,102	4,102		24	10	22	61	6.0%	
Lindbergh	3,223	3,223	7	11	20	23	30	18.0%	
Lindsey	4,004	4,004	9	13	16	24	31	21.7%	
Marshall	6,549	6,549	5	7	12	20	53	11.8%	
Nelson	4,943	4,943	6	10	18	28	33	15.8%	
Rogers	4,519	4,519	4	5	11	23	56	9.1%	
Stanford	8,012	8,012	5	7	10	19	44	11.3%	
Stephens	5,084	5,084	4	8	14	21	40	12.5%	
Washington	5,184	5,184	11	11	17	23	26	22.3%	
All K8	15,002	15,002	5	7	12	19	49	11.7%	
Cubberley	2,864	2,864		1	4	11	21	55	5.4%
Muir	2,666	2,666	7	8	15	19	35	15.5%	
Newcomb	2,127	2,127		1	2	5	12	75	3.1%
Powell	1,953	1,953	7	10	17	23	38	17.4%	
Robinson	2,067	2,067	10	11	18	22	31	21.2%	
Tincher	2,423	2,423		24	8	18	60	6.1%	
All High	132,672	132,672	9	10	16	23	42	18.9%	
Avalon	1,135	1,135	9	10	15	19	47	19.3%	
		735	7	11	16	18	42	17.7%	
Browning	2,313	2,313	14	10	22	23	24	24.0%	
Cabrillo	11,102	11,102	14	12	18	20	35	26.3%	
CAMS	4,607	4,607		2	8	20	69	3.1%	
Jordan	15,175	15,175	14	13	19	22	30	27.4%	
Lakewood	14,668	14,668	8	11	17	24	40	18.7%	
McBride	4,396	4,396		2	6	15	26	51	8.3%
Millikan	22,475	22,475	4	7	13	25	51	10.4%	
PAAL	529	529	6	14	28	27	16	20.0%	

The percentages may not equal 100% due to rounding.



Grade Distribution - All 2024-2025 Q1

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category		A/B/C Rate
All Middle	79,016	85.1%
Bancroft	5,435	85.5%
Franklin	5,779	85.0%
Hamilton	5,077	84.7%
Hoover	2,964	84.9%
Hughes	7,199	86.4%
Jefferson	5,941	80.2%
Keller	4,102	94.0%
Lindbergh	3,223	82.0%
Lindsey	4,004	78.3%
Marshall	6,549	88.2%
Nelson	4,943	84.2%
Rogers	4,519	90.9%
Stanford	8,012	88.7%
Stephens	5,084	87.5%
Washington	5,184	77.7%
All K8	15,002	88.3%
Cubberley	2,864	94.6%
Muir	2,666	84.5%
Newcomb	2,127	96.9%
Powell	1,953	82.6%
Robinson	2,067	78.8%
Tincher	2,423	93.9%
All High	132,672	81.1%
Avalon	1,135	80.7%
		82.3%
Browning	2,313	76.0%
Cabrillo	11,102	73.7%
CAMS	4,607	96.9%
Jordan	15,175	72.6%
Lakewood	14,668	81.3%
McBride	4,396	91.7%
Millikan	22,475	89.6%
PAAL	529	80.0%

The percentages may not equal 100% due to rounding.

Report Name: Grades - Grade_Distribution_Summary_School_List - ARC Report GRD04-BAND

Run date: 2/5/2026



Grade Distribution - All 2024-2025 Q1

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category	Count of Marks		Percent by Category				D/F Rate	
Polytechnic	24,914	24,914	8	9	17	23	42	17.6%
Reid	32	32	9		38	34	19	9.4%
Renaissance	2,613	2,613	6	8	14	23	48	13.7%
Sato	3,686	3,686	26		13	28	52	7.4%
Wilson	21,929	21,929	12	10	16	21	41	21.2%
District	226,690	226,690	8	9	15	22	42	17.0%

The percentages may not equal 100% due to rounding.



Grade Distribution - All 2024-2025 Q1

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category		A/B/C Rate
Polytechnic	24,914	82.4%
Reid	32	90.6%
Renaissance	2,613	86.3%
Sato	3,686	92.6%
Wilson	21,929	78.8%
District	226,690	83.0%

Grade Distribution - Hughes 2024-2025 S2

Legend
2+ Fs
1 F
2+ Ds no Fs
1 D no Fs
No Ds or Fs

Category	Student Count	Percent by Category	1 or more D or F
All Students	1,208	6 8 10 12 64	36.0%
Grade	Gr. 06	2 6 10 10 72	28.3%
	Gr. 07	11 12 11 11 56	43.7%
	Gr. 08	6 5 11 14 64	36.1%
Ethnicity	African American	7 8 14 17 54	46.2%
	Asian	6 5 3 9 77	22.8%
	Cambodian	6 5 2 7 80	20.4%
	Filipino	3 3 6 88	11.5%
	Hispanic	7 10 13 13 56	43.8%
	Pacific Islander	6 12 12 18 53	47.1%
	White	3 2 4 3 88	12.5%
	Other	7 4 7 7 76	24.4%
Gender	Female	5 7 9 11 68	32.0%
	Male	7 8 12 13 60	40.0%
	Nonbinary	100	0.0%
Special Populations	Low SES	9 9 13 12 56	43.8%
	ELL	13 18 21 10 38	61.5%
	RFEP	5 4 10 11 70	30.1%
	EL + RFEP	7 9 13 11 60	40.2%
	Special Ed.	10 14 16 14 47	53.4%
	Spec Ed. Speech/RSP	10 15 18 20 37	63.0%
	Homeless/Foster	18 9 14 11 49	51.3%
	Foster	24 6 12 12 47	52.9%
	Homeless	16 10 14 11 49	50.8%
GATE/Excel	4 2 5 88	11.9%	

Grade Distribution - Hughes 2024-2025 PS2

Legend
2+ Fs
1 F
2+ Ds no Fs
1 D no Fs
No Ds or Fs

Category	Student Count	Student Count	Percent by Category					1 or more D or F		
All Students	1,208	1,208	8	10	10	12	60	40.2%		
Grade	Gr. 06	407	4	8	10	10	69	31.4%		
	Gr. 07	405	13	13	9	12	53	47.4%		
	Gr. 08	396	8	9	11	14	58	41.9%		
Ethnicity	African American	208	10	13	11	16	50	50.0%		
	Asian	101	8	4	3	11	74	25.7%		
	Cambodian	98	8	5	2	6	79	21.4%		
	Filipino	78	3	6	8	83	16.7%			
	Hispanic	589	10	13	14	12	52	48.4%		
	Pacific Islander	17	12	6	12	18	53	47.1%		
	White	96	2	4	1	10	82	17.7%		
	Other	119	8	5	7	8	72	27.7%		
Gender	Female	600	8	8	10	11	64	36.3%		
	Male	607	9	12	10	13	56	44.2%		
	Nonbinary	1					100	0.0%		
Special Populations	Low SES	646	11	12	11	14	52	48.5%		
	ELL	78	19	17	18	10	36	64.1%		
	RFEP	163	7	8	10	12	63	36.8%		
	EL + RFEP	241	11	11	12	12	54	45.6%		
	Special Ed.	176	10	18	16	15	40	59.7%		
	Spec Ed. Speech/RSP	100	10	19	18	19	34	66.0%		
	Homeless/Foster	80	19	9	14	9	50	50.0%		
	Foster	17	24	6	12	12	47	52.9%		
	Homeless	63	17	10	14	8	51	49.2%		
GATE/Excel	311				3	3	5	4	86	14.5%

Grade Distribution - Hughes 2024-2025 Q3

Legend
2+ Fs
1 F
2+ Ds no Fs
1 D no Fs
No Ds or Fs

Category	Student Count	Student Count	Percent by Category					1 or more D or F		
All Students	1,203	1,203	8	12	7	13	60	40.3%		
Grade	Gr. 06	407	2	8	9	10	70	30.2%		
	Gr. 07	403	14	16	6	13	51	48.6%		
	Gr. 08	393	8	11	6	17	58	42.2%		
Ethnicity	African American	205	9	15	10	17	50	50.2%		
	Asian	101	8	5	3	13	71	28.7%		
	Cambodian	98	7	8	2	9	73	26.5%		
	Filipino	78				6	1	85	15.4%	
	Hispanic	588	10	16	9	14	51	48.8%		
	Pacific Islander	16	6	6	13	13	63	37.5%		
	White	96				4	2	10	82	17.7%
	Other	119	7	4	7	8	74	26.1%		
Gender	Female	599	8	11	7	11	63	36.6%		
	Male	603	9	13	8	15	56	44.1%		
	Nonbinary	1					100	0.0%		
Special Populations	Low SES	645	10	15	9	15	51	48.8%		
	ELL	78	21	15	15	14	35	65.4%		
	RFEP	163	9	8	4	15	64	35.6%		
	EL + RFEP	241	12	10	8	15	55	45.2%		
	Special Ed.	176	11	20	11	14	43	56.8%		
	Spec Ed. Speech/RSP	100	10	23	13	19	35	65.0%		
	Homeless/Foster	75	19	9	8	9	55	45.3%		
	Foster	17	24	6	12	6	53	47.1%		
	Homeless	58	17	10	7	10	55	44.8%		
GATE/Excel	310				4	4	3	9	81	19.0%

Grade Distribution - Hughes 2024-2025 S1

Legend
2+ Fs
1 F
2+ Ds no Fs
1 D no Fs
No Ds or Fs

Category	Student Count	Student Count	Percent by Category				1 or more D or F		
All Students	1,210	1,210	3	8	10	12	68	31.7%	
Grade	Gr. 06	410	1	3	7	10	78	21.7%	
	Gr. 07	403	5	13	12	12	57	42.7%	
	Gr. 08	397	2	7	10	13	69	31.0%	
Ethnicity	African American	207	4	12	14	13	58	42.0%	
	Asian	102	4	5	10		80	19.6%	
	Cambodian	99	1	7	4	9	79	21.2%	
	Filipino	78	1	3	10		86	14.1%	
	Hispanic	590	3	8	13	14	61	38.8%	
	Pacific Islander	18	6	11	6	6	72	27.8%	
	White	96			5	1	4	90	10.4%
	Other	119	4	5	3	7	82	18.5%	
Gender	Female	601	2	8	8	11	72	28.3%	
	Male	608	4	7	11	13	65	35.2%	
	Nonbinary	1					100	0.0%	
Special Populations	Low SES	652	4	10	12	14	60	40.0%	
	ELL	78	6	18	18	17	41	59.0%	
	RFEP	164	3	3	7	16	71	28.7%	
	EL + RFEP	242	4	8	10	16	62	38.4%	
	Special Ed.	176	4	15	18	17	47	53.4%	
	Spec Ed. Speech/RSP	101	4	13	21	18	45	55.4%	
	Homeless/Foster	77	6	12	13	14	55	45.5%	
	Foster	17	12	12	24	12	41	58.8%	
	Homeless	60	5	12	10	15	58	41.7%	
	GATE/Excel	313				3	34	90	9.9%

The percentages may not equal 100% due to rounding.

Grade Distribution - Hughes 2024-2025 PS1

Legend
2+ Fs
1 F
2+ Ds no Fs
1 D no Fs
No Ds or Fs

Category	Student Count	Percent by Category	1 or more D or F
All Students	1,212	6 11 9 11 64	36.3%
Grade	Gr. 06	2 8 8 9 73	26.6%
	Gr. 07	9 12 11 11 58	42.4%
	Gr. 08	6 12 8 14 60	40.1%
Ethnicity	African American	9 13 15 16 48	51.9%
	Asian	6 9 2 7 76	23.5%
	Cambodian	7 7 2 5 79	21.0%
	Filipino	6 4 4 86	14.1%
	Hispanic	6 13 10 13 57	42.8%
	Pacific Islander	6 6 11 11 67	33.3%
	White	16 3 4 85	14.6%
	Other	5 5 4 7 79	20.7%
Gender	Female	5 11 6 10 68	32.2%
	Male	6 11 12 12 60	40.3%
	Nonbinary	100	100.0%
Special Populations	Low SES	7 14 10 13 55	44.6%
	ELL	17 23 12 17 32	67.9%
	RFEP	7 8 7 12 66	34.1%
	EL + RFEP	10 13 9 14 55	45.0%
	Special Ed.	11 24 13 14 37	63.1%
	Spec Ed. Speech/RSP	10 23 16 17 35	65.3%
	Homeless/Foster	13 14 10 10 52	48.1%
	Foster	18 12 18 6 47	52.9%
	Homeless	12 15 8 12 53	46.7%
	GATE/Excel	1 2 3 5 89	10.5%

Grade Distribution - Hughes 2024-2025 Q1

Legend
2+ Fs
1 F
2+ Ds no Fs
1 D no Fs
No Ds or Fs

Category	Student Count	Percent by Category	1 or more D or F
All Students	1,209	6 13 6 14 61	39.2%
Grade	Gr. 06	3 9 6 11 72	27.6%
	Gr. 07	10 16 7 14 54	46.0%
	Gr. 08	7 15 5 17 56	44.4%
Ethnicity	African American	11 20 7 15 48	52.2%
	Asian	4 12 2 10 73	27.5%
	Cambodian	5 9 1 7 78	22.0%
	Filipino	1 3 5 9 82	17.9%
	Hispanic	7 15 7 17 54	45.8%
	Pacific Islander	11 6 6 22 56	44.4%
	White	1 8 2 11 77	22.9%
	Other	4 5 4 8 79	20.8%
Gender	Female	6 12 4 14 64	35.9%
	Male	7 14 7 14 58	42.3%
	Nonbinary	100	100.0%
Special Populations	Low SES	8 17 7 16 52	47.6%
	ELL	19 21 12 18 30	70.1%
	RFEP	5 12 6 12 64	35.6%
	EL + RFEP	10 15 8 14 53	46.7%
	Special Ed.	14 27 6 16 36	63.6%
	Spec Ed. Speech/RSP	15 28 6 17 35	65.3%
	Homeless/Foster	16 20 1 17 45	54.7%
	Foster	24 18 24 35	64.7%
	Homeless	14 21 2 16 48	51.7%
	GATE/Excel	3 2 6 88	11.8%

The percentages may not equal 100% due to rounding.

School Plan for Student Achievement Addendum 2025-2026

Additional Targeted Support and Improvement (ATSI) ▾

Hughes Middle School ▾

Dashboard

If TSI/ATSI, identify subgroups:

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

Attestation:

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

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

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

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

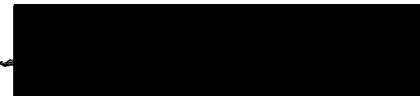
Date Approved by SSC

November 19, 2025

Signature of Principal



Signature of SSC Chair



Resource Inequities

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

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

- There are no resource inequalities in our SPSA.** Our CSI/ATSI/TSI targeted students are a priority and receive appropriate services/interventions through our Schoolwide Program.
- There was evidence of resource inequalities prior to the SPSA being approved.** Our SSC made adjustments to the SPSA in order to correct the issue, and the SPSA is now providing appropriate services/interventions through our Schoolwide Program.
- There is some evidence of resource inequalities in the current SPSA.** However, our SSC continued to make adjustments to the SPSA in order to ensure that the CSI/ATSI/TSI targeted students are being given appropriate services/interventions through our Schoolwide Program.

Comments about Resource Inequities (*optional*)

timeframes. Given the depth of student needs, it was essential to have a long-term perspective and make adjustments along the way. LBUSD then ensured that CSI schools had training for program implementation.

- Lastly, level office staff, curriculum leaders, and other district support departments helped CSI schools establish monitoring and evaluation systems. Supports included training on how to identify appropriate data to collect (for example, student participation in interventions, related test scores, etc.), how to use LBUSD’s “intervention tracker” or similar system, how to schedule data analyses alongside the site visits described above, and how to use feedback for program improvement. In some cases, LBUSD provided CSI schools with sample survey questions for gathering student, parent, and staff perspectives. LBUSD also paired CSI schools with similar partner sites so that data can be compared and promising practices can be shared.

Monitoring and Evaluating Effectiveness

To monitor and evaluate the effectiveness of the CSI plans, quarterly visits will be conducted. These formal visitations allow site teams to reflect upon their collective efforts and engage colleagues from other schools and district departments for objective feedback. Quarterly visits will be customized by schools but follow a common structure:

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

More broadly, the LROIX platform developed by LBUSD’s Research Office features tools that allow district and site leaders to monitor the progress of CSI schools and their students. LROIX functions enable district & site administrators and teachers to track students who are “at-promise” across a broad spectrum of measures, including chronic absenteeism, discipline, course grades, graduation requirements, iReady growth, and high school or college readiness (as applicable). Such real-time data will be used to adjust CSI plans and develop additional interventions for struggling learners.

LONG BEACH
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Plan Escolar para el Logro Estudiantil Anexo 2025-2026

Apoyo y Mejora Específica (TSI)

Lindsey Academy

Si es TSI o ATSI, identifique los subgrupos:

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

Atestación:

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

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

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

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

**por sus siglas en inglés*

Fecha de aprobación por el SSC

Noviembre 19, del 2025

Firma del director



Firma del presidente del SSC



Inequidad de recursos

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

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

- No hay inequidades de recursos presentes en nuestro SPSA.** Nuestros estudiantes a los que CSI/ATSI/TSI está dirigido son una prioridad y están recibiendo servicios / intervenciones apropiados a través de nuestro programa de toda la escuela.
- Había evidencia de inequidad de recursos antes de que se aprobara el SPSA.** Nuestro SSC hizo ajustes al SPSA con el fin de corregir el problema, y el SPSA ahora está proporcionando servicios / intervenciones apropiadas a través de nuestro programa de toda la escuela.
- Hay alguna evidencia de desigualdad de recursos en el SPSA actual.** Sin embargo, nuestro SSC continuó haciendo ajustes a la SPSA con el fin de asegurar que los estudiantes a los que CSI/ATSI/TSI está dirigido reciben servicios / intervenciones apropiadas a través de nuestro programa de toda la escuela.

Comentarios sobre la inequidad de recursos *(opcional)*

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

Apoyo para Escuelas Identificadas

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

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

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

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

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

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

Supervisión y evaluación de la eficacia

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

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

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

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

Support for Schools as identified in LBUSD's LCAP

Support for Identified Schools

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

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

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

- Level office staff spent additional hours at CSI schools to help principals conduct deeper analyses on chronic absenteeism, suspensions, disciplinary incidents, and survey data related school culture and climate and social-emotional learning. Such analyses were on top of those conducted for academic measures like English Language Arts, Mathematics, and graduation rates.
- Level office staff, curriculum leaders, and other district support departments provided CSI schools with research on successful evidence-based interventions in comparable schools, both at LBUSD and other districts in California. Depending on the programs, the research included either academic studies or best practices. This information was paired with budget information, so that programs can be sustainably developed.
- Level office staff, curriculum leaders, and other district support departments assisted CSI schools with identifying resource inequities by providing reports on current staff levels, budget figures, and logistical data. Through various one-on-one meetings, sites were then guided by content experts in identifying significant resource gaps. For example, a review of a site's English Learner supports would incorporate additional teachers that might be needed, along with the instructional materials, technological software, intervention scheduling design, and other details that would help build out the program.
- Based on the research and “gap” analyses described in the two previous bullet points, level office staff, curriculum leaders, and other district support departments helped CSI schools select evidence-based interventions. Among the guiding principles that LBUSD promoted in this decision-making process is sustainability – the importance of developing high-impact programs that can be implemented in multi-year



CHARLES EVANS HUGHES MIDDLE SCHOOL 25-26

National Blue Ribbon School of Excellence

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

Home - School Compact

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

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

Home-School Compact

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

Print Student Name _____



Mr. Sigur- School Principal

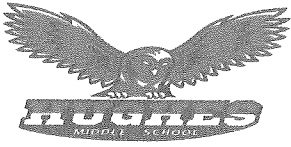
Parent/Guardian Signature _____

Date _____

Teacher Signature _____

Student Signature _____

Date _____



ESCUELA SECUNDARIA CHARLES EVANS HUGHES 25-26

National Blue Ribbon School of Excellence

3846 California Avenue, Long Beach, California 90807

Telephone (562) 595-0831 FAX (562) 595-9221

Pacto Entre La Escuela Y Hogar

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

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

Home-School Compact

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

Print Student Name _____

Mr. Sigur- School Principal

Parent/Guardian Signature _____

Date _____

Teacher Signature _____

Student Signature _____

Date _____

Hughes Middle School

Parent Involvement Guidelines 25-26

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

PART I

OVERVIEW

- Hughes Middle School agrees to implement and adhere to the following:
 - Hughes' School Site Council (SSC) will develop these Guidelines.
 - Distribute the Guidelines to parents/guardians.
 - Notify parents about the Guidelines in an understandable and uniform format.
 - To the extent feasible, translate the Guidelines as needed.
 - Make the Guidelines available to the local community.
 - Periodically update the Guidelines to meet the changing needs of parents/guardians and Hughes.
 - Adopt the Hughes' School and Home Compact as a component of these Guidelines.
 - Use the following statutory definition of "parent involvement" as the guiding force in Hughes' conduct of programs, activities, and procedures:

Parent Involvement

1. Providing opportunities to help parents strengthen their parenting, literacy and English language skills to foster conditions at home that affect children's efforts in learning;
2. Providing parents with the knowledge and strategies to assist their children in learning at home, in the community, and at school.

3. Supporting the efforts of parents to work with their children to understand and attain the Common Core State standards;
4. Encouraging and facilitating parental interest and involvement in school organizations and activities. Also, identifying and involving parents in instructional and support roles;
5. Encouraging parents to assume school and district leadership roles in governance, advisory, and advocacy decision-making processes.
6. Helping parents acquire needed services through identified school district and community resources;
7. Training parents, teachers, and principals to build a partnership between the home and school to promote effective two-way communication;
8. Consulting on an ongoing basis with parents concerning the manner in which the school and parents can work together to plan, design, implement, and evaluate school programs to ensure academic progress;
9. Informing parents about the academic performance of their child's school and of the options they have to ensure appropriate educational placement of their student.
10. Informing parents of the (a) reasons their children are participating in programs and (b) specific instructional objectives and methods of programs.

PART II. IMPLEMENTATION

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

1. Attendance at one of the district trainings or school site training. Topics include:
 - a. Responsibilities & Roles of SSC and its members
 - b. Composition of SSCs
 - c. Budgetary considerations
 - d. Single Plan for Student Achievement
 - e. Role of ELAC and other advisory committees
2. Plan meetings with the School Site Council & English Language Advisory Committee (ELAC) parents to review Single Plan for Student Achievement (SPSA) through the following means:
 - a. Open invitation to parents

- b. Back to School Night
 - c. At meetings
 - d. Review the School-Wide Plan, these Guidelines, and the School and Home Compact; adjust each as necessary.
 - e. Provide oral and written translations as needed. Current Translation needs: Spanish/Khmer
3. Hughes Middle School will distribute these Guidelines to Hughes parents/guardians and the local community through the following means:
 - a. Principal's bulletin
 - b. SSC and ELAC
 - c. Main Office Counter
 - d. Main Office Parent Info Board
 - e. Hughes School Website
 4. Hughes Middle School will periodically update these Guidelines to meet the changing needs of parents and the school through the following means:
 - a. SSC and ELAC meetings
 - b. Parent information meetings:
 - c. Hughes Middle School will hold a flexible number of meetings at varying times and days. Notifications of upcoming meetings will occur through normal channels including flyers/marquee, the principal's bulletin, the school messenger, etc.
 - d. Efforts to increase engagement for any student subgroup that consistently falls below proficiency will occur.
 - e. District Parent University:
<https://www.lbschools.net/departments/equity-engagement-partnerships/parent-university/home>
 5. Hughes Middle School will convene an Annual Title I Public Meeting to inform families of the following:
 - a. The requirements of Title I, how Title I funds are used at this school, and families' right to be involved
 - b. Hold a flexible number of meetings at varying times
 - c. Notifications/fliers are sent home in a language families can understand using Canvas and Parent News.
 - d. Announcements made on the school marquee
 6. Hughes Middle School will provide a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet:
 - a. Principal's bulletin
 - b. Parent Vue

- c. Canvas
 - d. Open House and Back to School Night
 - e. Teacher beginning of the-year informational letters
 - f. LBUSD website for content standards
 - g. English Language Advisory Committee and School Site Council meetings
School website at <https://hughes.lbschools.net/>
7. Hughes Middle School will provide updated information to families about Title I programs throughout the school year:
 - a. Title I Newsletter Printed by the office when requested and posted in the School News.
 - b. At SSC, ELAC meetings, and other family meetings
 8. Hughes Middle School will provide families with a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet. Hughes Middle School will also provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children:
 - a. Feedback from PTA Meetings
 - b. ELAC
 - c. SSC during Open Comments
 - d. Student Study Teams (SST) Individual Education Plans (IEPs)
 - e. TeacherConferences
 9. Hughes Middle School will submit to LBUSD any parent comments if the school wide plan under section (1114) (b) (2) is not satisfactory to parents of participating children.
 - a. At School Site Council Meetings
 10. To the extent feasible, Hughes Middle School will take the following actions to ensure that school-related information, programs, meetings, and activities are provided to Hughes parents/guardians:
 - a. In an understandable and uniform format, including alternative formats upon Request in a language the parents/guardians can understand;
 - b. The sent-home documents are reviewed by multiple staff members to ensure comprehensibility;
 - c. The environment Hughes staff creates is welcoming to all.

PART III.

SHARED RESPONSIBILITIES TO PROMOTE HIGH STUDENT

ACADEMIC ACHIEVEMENT

1. Hughes Middle School will build the capacity for strong parental and community involvement to improve student academic achievement.
 - a. District's trainings offered for families and staff
 - b. Family education workshops on-site
 - c. Family-Teacher Conferences
 - d. Family Workshops posted on the district website
 - e. DCAC, DELAC, and other district family forums/meetings
 - f. District website resources: click "P" for Parent University
2. Hughes Middle School will incorporate the School and Home Compact as a component of its School Parent Involvement Guidelines:
 - a. Developed, discussed, and reviewed at the first SSC and ELAC meetings
 - b. School Site Council must vote to approve the compact
 - c. Distributed to parents/guardians in an appropriate language to be signed and returned
3. Hughes Middle School and LBUSD will provide assistance to parents in understanding topics such as the following:
 - a. State academic content standards
 - b. Common Core standards
 - c. State Student Academic Achievement Standards
 - d. State and local academic assessments, including alternate assessments
 - e. How to monitor their child's progress
 - f. How to work with educators
 - g. DCAC and ELAC meetings
 - h. Parent University info
<https://www.lbschools.net/departments/equity-engagement-partnerships/parent-university/home>
 - i. Information board in Hughes Main Office
 - j. Parent-Teacher Association (PTA) website and meetings
 - k. Canvas
 - l. Parent Vue
4. Hughes Middle School and LBUSD will provide materials and training to help parents work with their children to improve academic achievement and to foster parental involvement:
 - a. District "Trainer of Trainer" training offered for parents to facilitate workshops for other parents
 - b. Parent University info-
<https://www.lbschools.net/departments/equity-engagement-partnerships/parent-university/home>
5. Hughes Middle School, LBUSD, and parents will educate its staff regarding how to reach out

to, communicate with, and work with parents as equal partners.

- a. Teacher/Staff In-services (guest presenters)
- b. Positive communication with parents/guardians
- c. Individual Teacher Conferences
- d. Parent/Guardian phone calls
- e. Understanding & Teaching Students of Different Cultures-Guest speaker and training
- f. Staff professional development

PART IV. ADOPTION

Elected representatives of Hughes' School Site Council, which is composed of Hughes staff, Hughes student representatives, and Hughes' parents/guardians, developed and agreed on these Parent Involvement Guidelines. The Hughes Middle School Parent Involvement Guidelines were adopted by the School Site Council on September 23, 2025, effective during the 2025-2026 school year.



School Principal, Edward Sigur, IV

Date: September 23, 2025

Escuela Secundaria Hughes

Pautas para la Participación de los Padres

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

PARTE I

DESCRIPCIÓN GENERAL

- La Escuela Intermedia Hughes acepta implementar y cumplir con lo siguiente: Hughes' El Consejo Escolar (SSC) desarrollará estas pautas.
- Distribuya las pautas a los padres/tutores.
- Notificar a los padres sobre las Pautas en un formato comprensible y uniforme.
- En la medida de lo posible, traducir las Directrices según sea necesario.
- Poner las Directrices a disposición de la comunidad local.
- Actualizar periódicamente las Pautas para satisfacer las necesidades cambiantes de los padres/tutores y de Hughes.
- Adoptar el Pacto entre la escuela y el hogar de Hughes como componente de estas Directrices.
- Utilice la siguiente definición legal de "participación de los padres" como fuerza rectora en la conducción de los programas, actividades y procedimientos de Hughes:

Participación de los padres

1. Brindar oportunidades para ayudar a los padres a fortalecer su crianza, alfabetización y habilidades del idioma inglés para fomentar condiciones en el hogar que afecten los esfuerzos de aprendizaje de los niños;
2. Proporcionar a los padres el conocimiento y las estrategias para ayudar a sus hijos a aprender en el hogar, la comunidad y la escuela.

2. Proporcionar a los padres el conocimiento y las estrategias para ayudar a sus hijos a aprender en el hogar, la comunidad y la escuela.
3. Apoyar los esfuerzos de los padres para trabajar con sus hijos para comprender y alcanzar los estándares estatales básicos comunes;
4. Fomentar y facilitar el interés y la participación de los padres en organizaciones y actividades escolares. Además, identificar e involucrar a los padres en funciones de instrucción y apoyo;
5. Alentar a los padres a asumir roles de liderazgo en la escuela y el distrito en los procesos de toma de decisiones de gobierno, asesoramiento y defensa.
6. Ayudar a los padres a adquirir los servicios necesarios a través de recursos comunitarios y del distrito escolar identificados;
7. Capacitar a los padres, maestros y directores para construir una asociación entre el hogar y la escuela para promover una comunicación bidireccional efectiva;
8. Consultar continuamente con los padres sobre la manera en el que la escuela y los padres puedan trabajar juntos para planificar, diseñar, implementar y evaluar programas escolares para garantizar el progreso académico;
9. Informar a los padres sobre el desempeño académico de la escuela de su hijo y sobre las opciones que tienen para garantizar la ubicación educativa adecuada de su hijo.
10. Informar a los padres sobre (a) las razones por las que sus hijos participan en los programas y (b) los objetivos y métodos de instrucción específicos de los programas.

PARTE II. IMPLEMENTACIÓN

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

1. Asistencia a una de las capacitaciones del distrito o capacitación en el sitio escolar. Los temas incluyen:
 - a. Responsabilidades y funciones del SSC y sus miembros
 - b. Composición de las SSC
 - c. Consideraciones presupuestarias
 - d. Plan Único de Rendimiento Estudiantil
 - e. Papel del ELAC y otros comités asesores
2. Planificar reuniones con los padres del Consejo Escolar y del Comité Asesor del

- Idioma Inglés (ELAC) para revisar el Plan Único para el Rendimiento Estudiantil (SPSA) a través de los siguientes medios:
- a. Invitación abierta a los padres.
 - b. Noche de regreso a clases
 - c. En reuniones
 - d. Revise el Plan para toda la escuela, estas pautas y el Plan para la escuela y el hogar.
 - e. Compacto; ajuste cada uno según sea necesario.
 - f. Proporcionar traducciones orales y escritas según sea necesario. Necesidades actuales de traducción: español/jemer
3. La Escuela Intermedia Hughes distribuirá estas pautas a los padres/tutores de Hughes y la comunidad local a través de los siguientes medios:
- a. boletín del director
 - b. SSC y ELAC
 - c. Mostrador de la oficina principal Tablero de información para padres de la oficina principal
 - d. Sitio web de la escuela Hughes
 - e. La Escuela Intermedia Hughes actualizará periódicamente estas Pautas para cumplir con los cambios.
4. Necesidades de los padres y del colegio a través de los siguientes medios:
- a. Reuniones del SSC y ELAC
 - b. Reuniones informativas para padres: La Escuela Intermedia Hughes llevará a cabo una cantidad flexible de reuniones en diferentes horarios y días. Las notificaciones de las próximas reuniones se realizarán a través de.
 - c. Los canales normales incluyen folletos/marquesinas, el boletín del director, el mensajero de la escuela, etc.
 - d. Se harán esfuerzos para aumentar la participación de cualquier subgrupo de estudiantes que constantemente caiga por debajo del nivel de competencia.
 - e. Universidad de padres del distrito:
<https://www.lbschools.net/departments/equity-engagement-partnerships/parent-university/home>
5. La Escuela Intermedia Hughes convocará una reunión pública anual de Título I para informar a las familias de lo siguiente:
- a. Los requisitos del Título I, cómo se utilizan los fondos del Título I en esta escuela y El derecho de las familias a participar.
 - b. Celebrar un número flexible de reuniones en distintos horarios
 - c. Las notificaciones/folletos se envían a casa en un idioma que las familias pueden entender usando Canvas y Parent News.
 - d. Anuncios realizados en la marca de la escuela.

utilizadas para medir el progreso de los estudiantes y los niveles de competencia que se espera que alcancen los estudiantes:

- a. boletín del director
 - b. Vista principal
 - c. Lienzo
 - d. Jornada de puertas abiertas y noche de regreso a clases
 - e. Cartas informativas de inicio de año para maestros
 - f. Sitio web del LBUSD para estándares de contenido
 - g. Reuniones del Comité Asesor del Idioma Inglés y del Consejo Escolar Sitio web de la escuela en <https://hughes.lbschools.net/>
7. Hughes Middle School proporcionará información actualizada a las familias sobre el Título I Programas a lo largo del año escolar:
- a. Boletín de Título I Impreso por la oficina cuando se solicita y se publica en las Noticias Escolares.
 - b. En reuniones del SSC, ELAC y otras reuniones familiares
8. La Escuela Intermedia Hughes proporcionará a las familias una descripción y explicación del plan de estudios que se utiliza en la escuela, las formas de evaluación académica utilizadas para medir el progreso de los estudiantes y los niveles de competencia que se espera que alcancen los estudiantes. La Escuela Intermedia Hughes también brindará oportunidades para reuniones periódicas para formular sugerencias y participar, según corresponda., en las decisiones relativas a la educación de sus hijos:
- a. Comentarios de las reuniones de la PTA
 - b. ELAC
 - c. SSC durante los comentarios abiertos
 - d. Equipos de estudio de estudiantes (SST) Planes de educación individuales (IEP)
 - e. Conferencias de profesores
9. La Escuela Intermedia Hughes presentará al LBUSD cualquier comentario de los padres si el plan escolar bajo la sección (1114) (b) (2) no es satisfactorio para los padres de los niños participantes.
- a. En las reuniones del consejo escolar
10. En la medida de lo posible, la Escuela Intermedia Hughes tomará las siguientes acciones para garantizar que se proporcione información, programas, reuniones y actividades relacionadas con la escuela a los padres/tutores de Hughes:
- a. En un formato comprensible y uniforme, incluidos formatos alternativos según
 - b. Solicitar en un idioma que los padres/tutores puedan entender; Los documentos enviados a casa son revisados por varios miembros del personal

- documentos enviados a casa son revisados por varios miembros del personal para garantizar su comprensibilidad;
- c. El ambiente que crea el personal de Hughes es acogedor para todos.

PARTE III.

RESPONSABILIDADES COMPARTIDAS

PARA PROMOVER EL ALTO RENDIMIENTO ACADÉMICO DE LOS ESTUDIANTES

1. La Escuela Intermedia Hughes desarrollará la capacidad para padres y comunidad fuertes. participación para mejorar el rendimiento académico de los estudiantes.
 - a. Capacitaciones del distrito ofrecidas para familias y personal.
 - b. Talleres de educación familiar presenciales
 - c. Conferencias de familia y maestros
 - d. Talleres familiares publicados en el sitio web del distrito
 - e. DCAC, DELAC y otros foros/reuniones familiares del distrito
 - f. Recursos del sitio web del distrito: haga clic en "P" para Universidad de padres
2. La Escuela Secundaria Hughes incorporará el Pacto entre la Escuela y el Hogar como componente de sus Pautas de participación de los padres en la escuela:
 - a. Desarrollado, discutido y revisado en las primeras reuniones del SSC y ELAC
 - b. El Consejo Escolar debe votar para aprobar el pacto
 - c. Distribuido a los padres/tutores en un idioma apropiado para ser firmado y devuelto.
3. La Escuela Intermedia Hughes y el LBUSD brindarán asistencia a los padres para que comprendan temas como los siguientes:
 - a. Estándares estatales de contenido académico
 - b. Estándares básicos comunes
 - c. Estándares estatales de rendimiento académico de los estudiantes
 - d. Evaluaciones académicas estatales y locales, incluidas evaluaciones alternativas
 - e. Cómo monitorear el progreso de su hijo
 - f. Cómo trabajar con educadores
 - g. Reuniones de DCAC y ELAC
 - h. Información de la universidad para padres
<https://www.lbschools.net/departments/equity-engagement-partnerships/parent-university/home>
 - i. Panel informativo en la oficina principal de Hughes
 - j. Sitio web y reuniones de la Asociación de Padres y Maestros (PTA)
 - k. Canvas

1. ParentVue
4. Hughes Middle School y LBUSD proporcionarán materiales y capacitación para ayudar a los padres trabajar con sus hijos para mejorar el rendimiento académico y fomentar la participación de los padres:
 - a. Se ofrece capacitación distrital de "Instructor de capacitadores" para padres para facilitar talleres para otros padres.
 - b. Información de la Universidad para padres
<https://www.lbschools.net/departments/equity-engagement-partnerships/parent-university/home>
5. La Escuela Intermedia Hughes, el LBUSD y los padres educarán a su personal sobre cómo alcanzar comunicarse con los padres y trabajar con ellos como socios iguales.
 - a. Servicios en curso para maestros/personal (presentadores invitados)
 - b. Comunicación positiva con padres/tutores
 - c. Conferencias individuales de maestros
 - d. Llamadas telefónicas a padres/tutores
 - e. Comprender y enseñar a estudiantes de diferentes culturas: orador invitado y capacitación
 - f. Desarrollo profesional del personal

PARTE IV. ADOPCIÓN

Los representantes electos del Consejo Escolar de Hughes, que está compuesto por el personal de Hughes, los representantes estudiantiles de Hughes y los padres/tutores de Hughes, desarrollaron y acordaron estas Pautas de participación de los padres. Las Pautas de participación de los padres de la escuela secundaria Hughes fueron adoptadas por el Consejo Escolar el 23 de septiembre de 2025, vigentes durante el año escolar 2025-2026.


Director: Edward Sigur IV

Fecha: 23 de septiembre de 2025