Hosler Middle School

11300 Spruce Street. • Lynwood, CA 90262 • (310) 603.1447 • Grades 7-8
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2016-17 School Accountability Report Card
Published During the 2017-18 School Year

Lynwood Unified School District
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District Governing Board

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School Description

Principal's Message
Hosler Middle School is committed to providing an educational program focusing on student achievement, high standards, and opportunities for all students to acquire the knowledge and skills necessary to live a productive life. To meet this commitment, students will participate in a comprehensive curriculum designed to:
- Develop the basic, practical, and academic skills of reading, writing, and mathematics.
- Prepare students to think critically, analytically and creatively.
- Instill a respect for American political, economic, and cultural heritage.
- Develop proficiency in the application of technological knowledge and skills.
- Enable students to communicate and work effectively as individuals and as members of a group.
- Promote ethical and moral character.
- Develop an appreciation of ethnic and cultural diversity, respect for the dignity of the individual, and the practices of courtesy and manners.
- Develop positive attitudes and practices necessary to maintain physical and emotional well-being.

Promote learning as a lifelong activity.
Hosler Middle School is one of three middle schools in the City of Lynwood. It is located next to the Lynwood Park, situated behind the Lynwood Unified School District's Office of Education. We have 610 students enrolled at Hosler Middle School. The community consists largely of lower and middle income families.

Hosler's Mission Statement
The mission of Fred W. Hosler Middle School is to provide a safe environment that is conducive to learning. All students will be motivated to participate in the Standard Based learning process, which will prepare them to work collaboratively in a safe environment. This will allow for growth in a culturally diverse and technologically advanced global market. It is our ultimate goal to provide 'A learning community preparing students for the University and Workplace.'

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

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

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

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

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

In the past, each department has also worked together to develop and implement departmental Mission and Vision Statements that are aligned to standards and expectations.
Hosler's current schoolwide learning outcomes or expectations are as follow:
Students are expected to:
• Demonstrate their best efforts on all assignments whether in the classroom or homework;
• Be active participants in classroom instructional activities and other extracurricular activities;
• Arrive to class ready to learn with the necessary materials (pencils, pen, paper etc.);
• Be prepared with appropriate homework assignment;
• Seek assistance for skills or concepts not fully understood; and
• Respect school properties (textbooks, computers, printers, desk etc.) and adhere to dress and discipline policies.

Hosler is a data driven decision making school. Working with support staff, teachers examine data, analyze that data, and learn how to apply the information gained by forming a true picture of their own classroom successes, challenges, needs and gaps. Support staff and teachers use data for articulating goals and obtaining higher growth and performance for all students.

Data-driven decision-making requires an important paradigm shift for teachers – a shift from day-to-day instruction that emphasizes process and delivery in the classroom to pedagogy that is dedicated to the achievement of results.

Data-driven educators are able to articulate the essential elements of effective data-driven education outlined in the diagram below. The five major elements of data-driven instruction are:
• Good baseline data;
• Measurable instructional goals;
• Frequent formative assessment;
• Professional learning communities; and
• Focused instructional interventions.

Hosler utilizes these elements to enhance student learning and to inform teacher practice.

Hosler believes that in school as in life, consistent support from parents is crucial to sustaining a student's confidence and sense of achievement.

Here at Hosler parents are encouraged to participate in the education of their children through individual discussions with the appropriate teacher(s) and/or counselors, through participation as volunteers, and/or through participation in the parent council.

Hosler invites all parents to be a part of the academic success of their children.

Hosler Lions! We roar through academics!

Hector Marquez, PRINCIPAL

Major Achievements
• Parents involvement is visible at Hosler Middle School in the School Site Council (SSC), English Language Advisory Council (ELAC), School Advisory Council (SAC), and other parent activities. Hosler has allocated a Parent Center room for parents to meet regarding their students' academic and social progress.
• Parents attended a number of trainings throughout the year, including a cyber-bullying training sponsored by Assembly member Ricardo Lara.
• Anti-bullying awareness and assemblies have been held at Hosler to better educate our students on the issue. Educational Theatre by Kaiser Permanente has provided anti-bullying assembly/performance for our students.
• During Red Ribbon Week, Hosler hosted an assembly with the BMX Pros Trick Team to help students make better, drug-free choices. Hosler has planned a number of school events for students to socialize in a safe and positive environment, such as the Halloween Dance.

- Our Advancing Via Individual Determination (AVID) Program has organized several college field trips. These trips are wonderful opportunity for students to learn about what college they would like to attend and what options await them. Often these days are the most remembered and valued for AVID students and their teachers.
- This is the second year our students are participating in the Film Club which is being sponsored by Tribeca Film.
- This is the second year we have Project Lead The Way (PLTW) and our students are very involved and pleased in the class. Currently, we have two classes of Project Lead The Way.

Focus for Improvement
- Hosler will continue improving academics for all of our students. Special attention will be given to our student subgroups to close the achievement gap. Hosler has benchmark exams throughout the year; their results will help facilitate planning among teachers and administration. Students' progress will be closely monitored by quarter and semester grades, number of referrals sent to the office, percentage of students attending on a daily basis, and benchmark exam scores.
- Hosler continues to foster college awareness to our campus. During Back to School Night, all parents and students received a copy, in English and Spanish, of California State University's "How to get to College: 6-12th grade A-G Requirements." Furthermore, all teachers have posted The California State University's "Think College" brochure to inform students what they need to do and explore as they get ready to enter high school. Teachers and counselors have also being trained on Shmoop and Naviance.

PBIS is also highly effective on campus; HMS received The California PBIS (Positive Behavioral Interventions & Supports) Coalition Bronze Award for successful implementation of Positive Behaviors on campus.

About the SARC
By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.
- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2016-17 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Grade 7	320
Grade 8	298
Total Enrollment	618

2016-17 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	4.4
American Indian or Alaska Native	0
Asian	0.3
Filipino	0
Hispanic or Latino	94.7
Native Hawaiian or Pacific Islander	0.2
White	0.5
Two or More Races	0
Socioeconomically Disadvantaged	95.3
English Learners	22.5
Students with Disabilities	12.1
Foster Youth	1.3

A. Conditions of Learning

State Priority: Basic
The SARC provides the following information relevant to the State priority: Basic (Priority 1):
• Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
• Pupils have access to standards-aligned instructional materials; and
• School facilities are maintained in good repair.

Teacher Credentials			
Hosler Middle School	**15-16**	**16-17**	**17-18**
With Full Credential	28	28	29
Without Full Credential	0	2	2
Teaching Outside Subject Area of Competence	0	0	0
Lynwood Unified School District	**15-16**	**16-17**	**17-18**
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Hosler Middle School	**15-16**	**16-17**	**17-18**
Teachers of English Learners	0	0	0
Total Teacher Misassignments			0
Vacant Teacher Positions	0	0	

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)
We choose our textbooks from lists that have already been approved by state education officials. For a list of some of the textbooks we use at our school, see the Data Almanac that accompanies this report.

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

Textbooks and Instructional Materials Year and month in which data were collected: 12/2017	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	Glencoe California Mathematics Course, McGraw Hill, 2015 Holt Literature and Language Arts Grade 6 English/Language Arts 2003 Holt Literature and Language Arts Grade 7 English/Language Arts 2003 Holt Literature and Language Arts Grade 8 English/Language Arts 2003 **The textbooks listed are from most recent adoption:**　Yes **Percent of students lacking their own assigned textbook:**　0
Mathematics	Mathematics: Concepts and Skills, Course 1 Math 2004 Concepts and Skills, Course 2 Math 2004 Concepts and Skills, Algebra Math 2004 Pre-Algebra Math 2005 **The textbooks listed are from most recent adoption:**　Yes **Percent of students lacking their own assigned textbook:**　0
Science	Focus on Earth Science Science 2007 Focus on Life Science Science 2007 Focus on Physical Science Science 2007 **The textbooks listed are from most recent adoption:**　Yes **Percent of students lacking their own assigned textbook:**　0

Textbooks and Instructional Materials Year and month in which data were collected: 12/2017	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
History-Social Science	World History - Ancient Civilization Social Studies 2006 World History Medieval to Early Modern Time Social Studies 2006 United States History Social Studies 2006 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science Laboratory Equipment	N/A **The textbooks listed are from most recent adoption:** N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

General
The district takes great effort to ensure that all schools are clean, safe, and functional. Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with an appropriate learning environment.

Age of School Buildings
Hosler Middle School has 49 classrooms, a library, 1 workroom, and an administration office. The facility strongly supports teaching and learning through its ample classroom and professional work space.

Maintenance and Repair
Safety concerns are the number one priority of Maintenance and Operations. District maintenance supervisors are proactive and conduct inspections at school sites on a continual basis. Repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and emergency repairs are given the highest priority. The district maintenance staff has indicated that 100% of all toilets on school grounds are in working order.

The District renovated the school's gymnasium as part of the Measure K initiative, approved by voters of Lynwood.

Cleaning Process and Schedule
The District Governing Board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office or at the district office. The site administration team works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Budget
The district allocates funds for major repairs or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

This table displays the results of the Lynwood Unified School District's Williams Team Inspection.
- Inspected and Found to be Good
- Structural Damage
- Fire Safety
- Electrical (interior and exterior)
- Pest/Vermin infestation
- Drinking Fountains (inside and outside)
- Restrooms
- Sewer
- School Grounds

More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 09/30/2015				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation			X	Bird droppings at 2 story building area. Bird control systems installed and grounds were cleaned.
Electrical: Electrical			X	Light bulbs not working in several classrooms. All light bulbs replaced.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	Basketball court area had unsecured fencing. New fencing installed and are is secured
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**
				X

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and

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

2016-17 CAASPP Results for All Students					
Subject	**Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)**				
	School		**District**		**State**	
	15-16	**16-17**	**15-16**	**16-17**	**15-16**	**16-17**
ELA	18	20	32	33	48	48
Math	11	13	20	22	36	37

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in Science for All Students						
Subject	**Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)**					
	School		**District**		**State**	
	14-15	**15-16**	**14-15**	**15-16**	**14-15**	**15-16**
Science	39	42	38	35	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	**5 of 6**	**6 of 6**
7	27	19.4	18.4

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	**Number of Students**		**Percent of Students**	
	Enrolled	**with Valid Scores**	**w/ Valid Scores**	**Proficient or Advanced**
All Students	298	293	98.3	42.0
Male	148	147	99.3	41.5
Female	150	146	97.3	42.5
Black or African American	11	11	100.0	36.4
Hispanic or Latino	285	280	98.3	42.1
Socioeconomically Disadvantaged	282	278	98.6	41.7
English Learners	57	56	98.3	19.6
Students with Disabilities	31	31	100.0	48.4

*   Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	621	593	95.49	19.59
Male	333	323	97	15.48
Female	288	270	93.75	24.54
Black or African American	24	24	100	25
Asian	--	--	--	--
Hispanic or Latino	591	564	95.43	19.36
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Socioeconomically Disadvantaged	591	565	95.6	19.5
English Learners	274	253	92.34	7.54
Students with Disabilities	87	85	97.7	1.18
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

School Year 2016-17 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	621	609	98.07	13.14
Male	333	331	99.4	14.2
Female	288	278	96.53	11.87
Black or African American	24	24	100	8.33
Asian	--	--	--	--
Hispanic or Latino	591	579	97.97	13.3
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Socioeconomically Disadvantaged	591	580	98.14	13.28
English Learners	274	268	97.81	4.1
Students with Disabilities	87	87	100	4.6
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

C. Engagement

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

Opportunities for Parental Involvement (School Year 2017-18)
The Parent Center provides many opportunities for parents to be involved within the school. Parents are encouraged to visit their child's classrooms during instructional hours, conduct conferences with the counselors and administrators for academic, behavioral, and other concerns.

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

Hosler Middle School provides many opportunities for parent participation. Parents are always welcomed to become and be part of the Parent Center which is located on our campus. In addition, parents are encouraged attend weekly parent workshops. We have many volunteer parents who share their valuable time by serving as campus monitors during lunch time each day.

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

Our contact persons for parent involvement are: Luis Flores (Instructional Lead) and Olga Quirarte (School's Community Liaison Officer).

State Priority: School Climate
The SARC provides the following information relevant to the State priority: School Climate (Priority 6):
• Pupil suspension rates;
• Pupil expulsion rates; and
• Other local measures on the sense of safety.

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

Component # 1.
A. People and Programs: The rich ethnic and cultural diversity of our school site combined with strong parent leadership, in collaboration with staff and administration, is designed to effect changes and respond to the safety needs expressed by the school community. Administration institutes support through on campus counseling for "at-risk" students via drug awareness programs and external referrals. Programs in this School Safety Plan also chronicle plans that enable staff and students practice and prepare for any form of potential emergency situations.

B. School's Social Environment: Staff members continue to respond fairly and consistently to violations of behavioral and academic expectations in manner that foster feelings of fairness, classrooms have posted rules, school rules, and consequences, with discipline treated as a developmental process and not strictly a punitive action. Parents at Hosler Middle School are supportive of the safety and discipline policies as contained in the Student and Parent Handbook.

C. School's Culture: To maximize the number of students who take ownership and feel that they belong and are part of Hosler Middle School's family; the administration designs assembly programs which provide opportunities for students to be recognized for academic and citizenship achievement. In 2015-2016, Hosler Middle School started Positive Behavior Interventions & Supports (PBIS) implementation. In 2016, the California PBIS (Positive Behavioral Interventions & Supports) Coalition awarded HMS for the effective implementation of PBIS schoolwide.

Component# 2
A. Places: to provide optimum security for classrooms and walking areas, Hosler Middle School developed and implemented an emergency communication system that reaches all classrooms and can be heard in hallways and outside in preparation of any given emergency.
Campus security, teachers, and administrators supervise the school grounds (including the cafeteria, quad area, and athletic fields) to ensure student safety before, during and after the school day. Signs are posted throughout the campus to indicate all visitors must report to the administration office to register. All staff and visitors wear appropriate identifying badges.

Suspensions and Expulsions			
School	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	7.9	11.9	8.9
Expulsions Rate	0.0	0.0	0.0
District	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	2.5	3.4	3.5
Expulsions Rate	0.0	0.0	0.0
State	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information
The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2017-18 Federal Intervention Program		
Indicator	**School**	**District**
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2007-2008	2006-2007
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement		17
Percent of Schools Currently in Program Improvement		89.5

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	2.0
Counselor (Social/Behavioral or Career Development)	0.25
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	0.33
Social Worker	0
Nurse	1.0
Speech/Language/Hearing Specialist	0.33
Resource Specialist	2.0
Other	7
Average Number of Students per Staff Member	
Academic Counselor	310

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Secondary)											
	Average Class Size			**Number of Classrooms***							
				1-22			**23-32**			**33+**		
Subject	**2014-15**	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**
English	23	23	23	11	11	13	20	20	18			1
Mathematics	24	24	21	11	11	14	16	16	18	2	2	1
Science	27	27	28	2	2	2	19	19	17	1	1	3
Social Science	24	24	25	8	8	4	17	17	18			2

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Professional Development provided for Teachers

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

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

Hosler is also implementing the district's multi-year professional development plan. This plan provides training for all coaches, administrators, and teachers and includes:
- Curriculum Alignment Institutes
- Researched based professional development that supports students' needs and based on student data
- Instructional Coach Training
- Site Administrative Training and Coaching
- Summer Strategies Training and Practicum (with ELD/Academic Language Development for English Learners) outlined throughout the year
- Professional development for teachers & administrators on instruction in Standard English for African American students which includes follow up work with teachers and students; also Cultural Proficiency Training in Instruction

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

There is on-going professional development is provided to teachers in order to ensure student achievement. Teachers have also been able to attend other professional development such as AVID, CABE, Subject specific Conferences, and others provided by the Los Angeles County Office of Education (LACOE). The school administrators presented upcoming trainings/workshops/conferences and ask teacher if they are interested to sign up. Based on the number of teachers interested in attending a particular training/workshop/conference, the decision is made based on who is most likely benefit most of students as well as if a particular teacher has attended a similar training/workshop/conference in recent years.

The teachers are currently receiving professional development in content specific areas. The Math department is collaborating with the Math Solutions. The California History Social Science Project is assisting the Social Science department with revising their benchmark assessments and the implementation of the Common Core Standards. The Science department is working with the West Ed Group to implement the New Generation Science Standards. The English Language Arts teachers will be also partnering with the UC Writing Project this spring to improve student performance on written assessments.

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

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

FY 2015-16 Teacher and Administrative Salaries		
Category	**District Amount**	**State Average for Districts In Same Category**
Beginning Teacher Salary	$47,603	$48,522
Mid-Range Teacher Salary	$79,532	$75,065
Highest Teacher Salary	$92,627	$94,688
Average Principal Salary (ES)	$109,493	$119,876
Average Principal Salary (MS)	$111,064	$126,749
Average Principal Salary (HS)	$123,583	$135,830
Superintendent Salary	$231,678	$232,390
Percent of District Budget		
Teacher Salaries	34%	37%
Administrative Salaries	6%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	**Expenditures Per Pupil**			**Average Teacher Salary**
	Total	**Restricted**	**Unrestricted**	
School Site	7611	1298	6313	75855.45
District	♦	♦	4564	$77,992
State	♦	♦	$6,574	$77,824
Percent Difference: School Site/District			38.3	3.6
Percent Difference: School Site/ State			11.2	2.2

* Cells with ♦ do not require data.

Types of Services Funded
The Lynwood Unified School District is committed to academic excellence by providing the best possible learning opportunities for all students. Our district provides a wide variety of academic programs and socio-emotional services for students to reach their academic goals. Some of the programs and services provided for students in Lynwood Unified School District include:
- Title I
- Migrant Education
- SES Tutoring
- Title III - Interventions
- LCAP
- Language Proficiency Testing (CELDT)
- AVID
- Special Education Services
- Resources for Foster Youth and Homeless Students
- Common Assessment Data Compilation
- Socio-emotional and Mental Health Counseling and Resources
- Resources for Pregnant and Parenting Teens
- Positive Behavior and Support (PBIS)
- Assistance with Health Insurance Enrollment
- Afterschool Programs
- Academic Fieldtrips

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

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