

School Year: **2023-24**



# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Kathryn Hughes Elementary School	43-69674-6048896	Tuesday, May 9, 2023	June 8, 2023

## Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

- Schoolwide Program
- Comprehensive Support and Improvement
- Targeted Support and Improvement

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Hughes school goals are developed with input from multiple partners, based on data analysis, and aligned with the district's LCAP goals in order to meet the needs of all students in a systematic way. The overall objective of our improvement plan is an enhanced level of student achievement.

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# Comprehensive Needs Assessment Components

## Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

## Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

All staff members - certificated and classified - provided feedback throughout the year assessing and directing school climate, academic goals, and systems and structures for collaboration. Families and our community have participated in events to provide feedback, comments, ideas, insight, and their interests for our student and staff learning. Staff members and members of the School Site Council (SSC) examined data from the California Assessment of Student Performance and Progress (CAASPP), district assessments of literacy and math, previous year's Healthy Kids Survey and/or the Social Emotional Learning Survey. As an innovative technology model school in Santa Clara Unified School District, Hughes continues to address and improve the use of Education Technology (including Maker Carts and robotics), English Language Arts, and Collaboration between staff members and our staff and our community.

## Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classrooms are observed on a daily basis by the principal. Teachers also have the opportunity to do peer observations through the Positive Behavior Interventions and Supports program. New teachers have a number of opportunities to observe other teachers through their Induction program. Classroom observations focus on academics, social-emotional learning, and ways to support students, families, and staff members.

## Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

## Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

All students are assessed using state-mandated and district-adopted assessments. Data is regularly analyzed by teachers and administrators to monitor student learning and improve instruction.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

All students are assessed using classroom and curriculum-embedded assessments. Data is frequently analyzed by teachers and administrators to monitor student learning and improve instruction.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% of our teachers are highly qualified. Teachers and classified staff members engage in professional learning opportunities throughout the school year to continue to reflect and refine instructional and student support practices.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Teachers of core academic subjects possess the appropriate credential, authorization or intern credential and demonstrate subject matter knowledge and competence. The school/district provides professional development for teachers in all subject areas, grade levels, special education, English Language Development, and educational technology that focus on full implementation of district-adopted curriculum, pacing guides, and California Common Core Standards.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

All professional development is designed to support implementation of the California Common Core standards and 21st century teaching and learning practices.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Teachers receive support with instruction through ongoing professional development, coaching, conferences, and collaboration. Instructional leadership providers include Teachers on Special Assignment (TOSAs), administrators, grade level leads, teacher leaders, and outside professional development providers.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teacher collaboration occurs on a regular basis. Principal builds collaboration time during staff meetings and site-based collaboration meetings. Each grade level team meets to analyze data on student learning, identify resources and interventions for students, and reflect and refine their instructional practices.

## Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All instructional materials are aligned to the California Common Core Standards (Common Core, Next Generation Science Standards (NGSS), and English Language Arts/English Language Development (ELA/ELD) Framework).

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

The school complies with and monitors the implementation of recommended and required instructional time for all content areas including English Language Development, Language Arts, Reading, Music, Mathematics, Science, History-Social Science and Physical Education.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Supporting struggling students is a priority across our TK-12 programs. In Elementary, teachers collaborate with Literacy Specialists, Specialized Academic Instruction (SAI) teachers, support team members, and administrative staff to determine intervention schedules, options, and implementation plans.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Every student has access to standards-based instructional materials as required by the Williams Act.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All teachers use instructional materials aligned to the California Common Core standards, including intervention materials to help differentiate instruction.

## **Opportunity and Equal Educational Access**

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Underperforming students are offered a range of supports including (for example) differentiated instruction, intervention specialists, interventions using technology and online resources, and SOAR support classes. Supports are based on individual student needs and teacher availability.

Evidence-based educational practices to raise student achievement

The district's teachers consistently use research-based educational practices to raise student achievement, including (for example) Reading/Writing Workshop, Balanced Literacy (shared and guided reading/writing), leveled readers/reading materials, direct instruction (including spelling, phonics and vocabulary development), Total Physical Response (TPR), oral language development, Specially designed academic instruction in English (SDAIE), target meetings, Curriculum based assessments, Fountas & Pinnell Running Record, and district adopted curriculum and assessments.

## **Parental Engagement**

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Programs that support at-risk students include SOAR classes (when teachers are available), PBIS tier 1 and 2 practices utilized with entire staff, counseling, wellness leader, Literacy Intervention, Parent Education and Family Engagement events, YMCA after school homework support, and State and District Preschool.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

The School Site Council (SSC) and English Learner Advisory Committee (ELAC) annually determine the activities and services that will be implemented to support all students' academic achievement. Throughout the year, the SSC, ELAC and advisory committees monitor the school's SPSA.

### Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

The School Site Council (SSC) allocates funds towards activities, materials, staffing and other services that accelerate learning for underperforming students. The English Learner Advisor Committee (ELAC) and Site Leadership Team provide recommendations to the SSC on the particular needs of different ELL groups.

Fiscal support (EPC)

The school's/district's general and categorical funds are coordinated, prioritized and allocated to align with the district's LCAP goals and the school's SPSA goals.

## **Educational Partner Involvement**

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

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

The Kathryn Hughes School Site Council (SSC) met on a monthly basis to examine the school goals throughout the school year. SSC meetings take place on the first Tuesday of the month.

September - This meeting focuses on the function and purpose of SSC and an overview of the work of the SSC.

October - The SSC attends the annual School Site Council Training provided by the school district (if available) and the annual Title 1 meeting.

November - This meeting focuses on reviewing goal #1 of the School Plan for Student Achievement (SPSA) on English / Language Arts.

December - This meeting focuses on reviewing goal #2 of the SPSA on Mathematics.

January - This meeting focuses on reviewing goal #3 of the SPSA on English Language Learners.

February - This meeting focuses on reviewing goal #4 of the SPSA on School Climate, particularly the Comprehensive School Safety Plan.

March - This meeting focuses on reviewing goal #4 on the SPSA on School Climate.

April - This meeting focuses on reviewing all goals of the SPSA with a look at the next school year.

May - This meeting focuses on the final review and approval of the SPSA.

## **Resource Inequities**

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

None. All teachers use instructional materials aligned to the California State Standards, including intervention materials to help differentiate instruction and every student has access to standards-based instructional materials as required by the Williams Act.



# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	56	34	40
Grade 1	72	40	31
Grade 2	58	54	38
Grade3	63	56	49
Grade 4	61	59	56
Grade 5	60	49	56
<b>Total Enrollment</b>	<b>370</b>	<b>292</b>	<b>270</b>

### Conclusions based on this data:

1. Our student enrollment has declined due to a variety of factors.
2. Our declining student enrollment has a direct impact on the number of classroom teachers on the staff.



# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	107	102	91	28.90%	34.9%	33.7%
Fluent English Proficient (FEP)	40	28	41	10.80%	9.6%	15.2%
Reclassified Fluent English Proficient (RFEP)	3			2.8%		

### Conclusions based on this data:

1. Our EL population has decreased over the past three years.
2. The number of FEP students fluctuates year to year.

# School and Student Performance Data

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	55	57		0	56		0	56		0.0	98.2	
Grade 4	59	60		0	60		0	60		0.0	100.0	
Grade 5	53	48		0	48		0	48		0.0	100.0	
All Grades	167	165		0	164		0	164		0.0	99.4	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2431.			26.79			19.64			30.36			23.21	
Grade 4		2432.			15.00			26.67			18.33			40.00	
Grade 5		2484.			14.58			33.33			18.75			33.33	
All Grades	N/A	N/A	N/A		18.90			26.22			22.56			32.32	

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
Grade 3		23.21			60.71			16.07		
Grade 4		13.33			56.67			30.00		
Grade 5		10.42			66.67			22.92		
All Grades		15.85			60.98			23.17		

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		17.86			57.14			25.00	
Grade 4		10.00			61.67			28.33	
Grade 5		14.58			62.50			22.92	
All Grades		14.02			60.37			25.61	

<b>Listening</b>									
<b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		21.43			60.71			17.86	
<b>Grade 4</b>		10.00			70.00			20.00	
<b>Grade 5</b>		6.25			70.83			22.92	
<b>All Grades</b>		12.80			67.07			20.12	

<b>Research/Inquiry</b>									
<b>Investigating, analyzing, and presenting information</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		10.71			66.07			23.21	
<b>Grade 4</b>		6.67			61.67			31.67	
<b>Grade 5</b>		10.42			75.00			14.58	
<b>All Grades</b>		9.15			67.07			23.78	

**Conclusions based on this data:**

1. The percentage of students in all grades that met or exceeded standards have been consistent for the past years.
2. Fewer students are scoring below basic and more students are testing at above standard.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	55	57		0	56		0	56		0.0	98.2	
Grade 4	59	60		0	59		0	59		0.0	98.3	
Grade 5	53	48		0	48		0	48		0.0	100.0	
All Grades	167	165		0	163		0	163		0.0	98.8	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2429.			23.21			28.57			17.86			30.36	
Grade 4		2463.			15.25			25.42			33.90			25.42	
Grade 5		2471.			4.17			29.17			27.08			39.58	
All Grades	N/A	N/A	N/A		14.72			27.61			26.38			31.29	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		28.57			48.21			23.21	
Grade 4		22.03			50.85			27.12	
Grade 5		6.25			50.00			43.75	
All Grades		19.63			49.69			30.67	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		25.00			41.07			33.93	
Grade 4		16.95			54.24			28.81	
Grade 5		16.67			47.92			35.42	
All Grades		19.63			47.85			32.52	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		25.00			46.43			28.57	
Grade 4		22.03			49.15			28.81	
Grade 5		2.08			75.00			22.92	
All Grades		17.18			55.83			26.99	

**Conclusions based on this data:**

1. Mathematics is an area of focus for student achievement.
2. Overall there are fewer students scoring at below standard.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	1433.5	*		1432.0	*		1436.8	*		19	9	
<b>1</b>	1441.5	1461.8		1441.4	1453.9		1441.0	1469.0		24	12	
<b>2</b>	1456.0	1461.3		1436.7	1458.4		1474.9	1463.8		21	23	
<b>3</b>	1423.4	1499.0		1416.0	1492.3		1430.4	1505.3		19	22	
<b>4</b>	1472.3	1510.0		1466.1	1503.7		1478.2	1515.7		18	18	
<b>5</b>	1485.6	1520.4		1476.6	1517.9		1493.9	1522.7		14	16	
<b>All Grades</b>										115	100	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	36.84	*		15.79	*		21.05	*		26.32	*		19	*	
<b>1</b>	0.00	8.33		45.83	41.67		20.83	41.67		33.33	8.33		24	12	
<b>2</b>	4.76	8.70		47.62	34.78		28.57	47.83		19.05	8.70		21	23	
<b>3</b>	15.79	27.27		36.84	27.27		5.26	31.82		42.11	13.64		19	22	
<b>4</b>	0.00	27.78		27.78	27.78		38.89	33.33		33.33	11.11		18	18	
<b>5</b>	7.14	18.75		42.86	31.25		35.71	37.50		14.29	12.50		14	16	
<b>All Grades</b>	10.43	18.00		36.52	31.00		24.35	40.00		28.70	11.00		115	100	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	31.58	*		26.32	*		15.79	*		26.32	*		19	*	
<b>1</b>	8.33	0.00		29.17	41.67		50.00	58.33		12.50	0.00		24	12	
<b>2</b>	19.05	21.74		19.05	30.43		33.33	26.09		28.57	21.74		21	23	
<b>3</b>	21.05	40.91		31.58	31.82		10.53	4.55		36.84	22.73		19	22	
<b>4</b>	16.67	33.33		22.22	44.44		33.33	11.11		27.78	11.11		18	18	
<b>5</b>	21.43	31.25		57.14	43.75		14.29	25.00		7.14	0.00		14	16	
<b>All Grades</b>	19.13	26.00		29.57	36.00		27.83	25.00		23.48	13.00		115	100	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	26.32	*		21.05	*		26.32	*		26.32	*		19	*	
<b>1</b>	4.17	16.67		33.33	33.33		29.17	16.67		33.33	33.33		24	12	
<b>2</b>	9.52	4.35		47.62	39.13		33.33	26.09		9.52	30.43		21	23	
<b>3</b>	21.05	18.18		21.05	27.27		10.53	31.82		47.37	22.73		19	22	
<b>4</b>	0.00	11.11		16.67	27.78		38.89	38.89		44.44	22.22		18	18	
<b>5</b>	0.00	6.25		28.57	25.00		35.71	56.25		35.71	12.50		14	16	
<b>All Grades</b>	10.43	11.00		28.70	32.00		28.70	34.00		32.17	23.00		115	100	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	26.32	*		47.37	*		26.32	*		19	*	
<b>1</b>	41.67	8.33		54.17	91.67		4.17	0.00		24	12	
<b>2</b>	14.29	26.09		57.14	56.52		28.57	17.39		21	23	
<b>3</b>	57.89	54.55		15.79	40.91		26.32	4.55		19	22	
<b>4</b>	38.89	72.22		38.89	16.67		22.22	11.11		18	18	
<b>5</b>	14.29	18.75		78.57	75.00		7.14	6.25		14	16	
<b>All Grades</b>	33.04	36.00		47.83	55.00		19.13	9.00		115	100	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	36.84	*		31.58	*		31.58	*		19	*	
<b>1</b>	0.00	0.00		56.52	100.00		43.48	0.00		23	12	
<b>2</b>	9.52	13.04		57.14	69.57		33.33	17.39		21	23	
<b>3</b>	10.53	27.27		47.37	54.55		42.11	18.18		19	22	
<b>4</b>	5.56	27.78		50.00	61.11		44.44	11.11		18	18	
<b>5</b>	42.86	50.00		42.86	43.75		14.29	6.25		14	16	
<b>All Grades</b>	15.79	22.00		48.25	64.00		35.96	14.00		114	100	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	21.05	*		52.63	*		26.32	*		19	*	
<b>1</b>	4.17	33.33		58.33	25.00		37.50	41.67		24	12	
<b>2</b>	33.33	4.35		61.90	52.17		4.76	43.48		21	23	
<b>3</b>	21.05	22.73		36.84	50.00		42.11	27.27		19	22	
<b>4</b>	0.00	16.67		50.00	72.22		50.00	11.11		18	18	
<b>5</b>	0.00	12.50		64.29	68.75		35.71	18.75		14	16	
<b>All Grades</b>	13.91	16.00		53.91	57.00		32.17	27.00		115	100	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	47.37	*		31.58	*		21.05	*		19	*	
<b>1</b>	20.83	8.33		50.00	91.67		29.17	0.00		24	12	
<b>2</b>	14.29	34.78		61.90	47.83		23.81	17.39		21	23	
<b>3</b>	15.79	18.18		31.58	68.18		52.63	13.64		19	22	
<b>4</b>	0.00	16.67		61.11	55.56		38.89	27.78		18	18	
<b>5</b>	7.14	12.50		71.43	68.75		21.43	18.75		14	16	
<b>All Grades</b>	18.26	20.00		50.43	64.00		31.30	16.00		115	100	

**Conclusions based on this data:**

1. EL students performed the highest in the areas of Listening and Speaking.
2. Data shows an increase in the overall ELPAC Summative Assessment of EL students in grades 2-5.



# School and Student Performance Data

## Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
292	40.8	34.9	0.7
Total Number of Students enrolled in Kathryn Hughes Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	102	34.9
Foster Youth	2	0.7
Homeless		
Socioeconomically Disadvantaged	119	40.8
Students with Disabilities	51	17.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	16	5.5
American Indian	4	1.4
Asian	56	19.2
Filipino	48	16.4
Hispanic	117	40.1
Two or More Races	15	5.1
Pacific Islander	2	0.7
White	33	11.3

**Conclusions based on this data:**

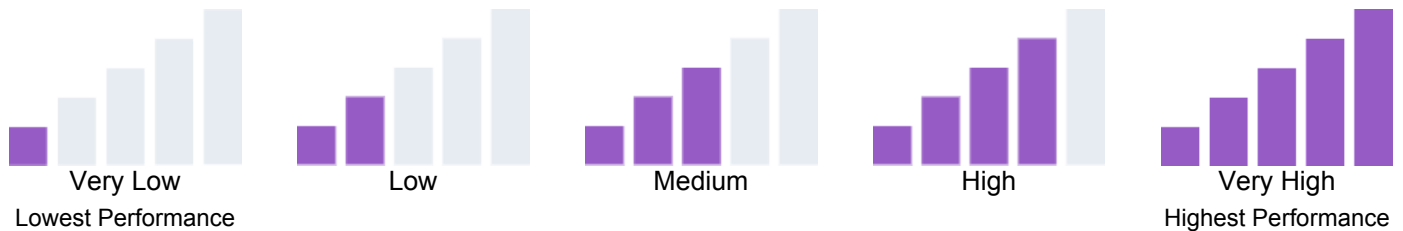
1. Hispanic student group is the largest group.
2. Our second largest subgroup is Asian.

# School and Student Performance Data

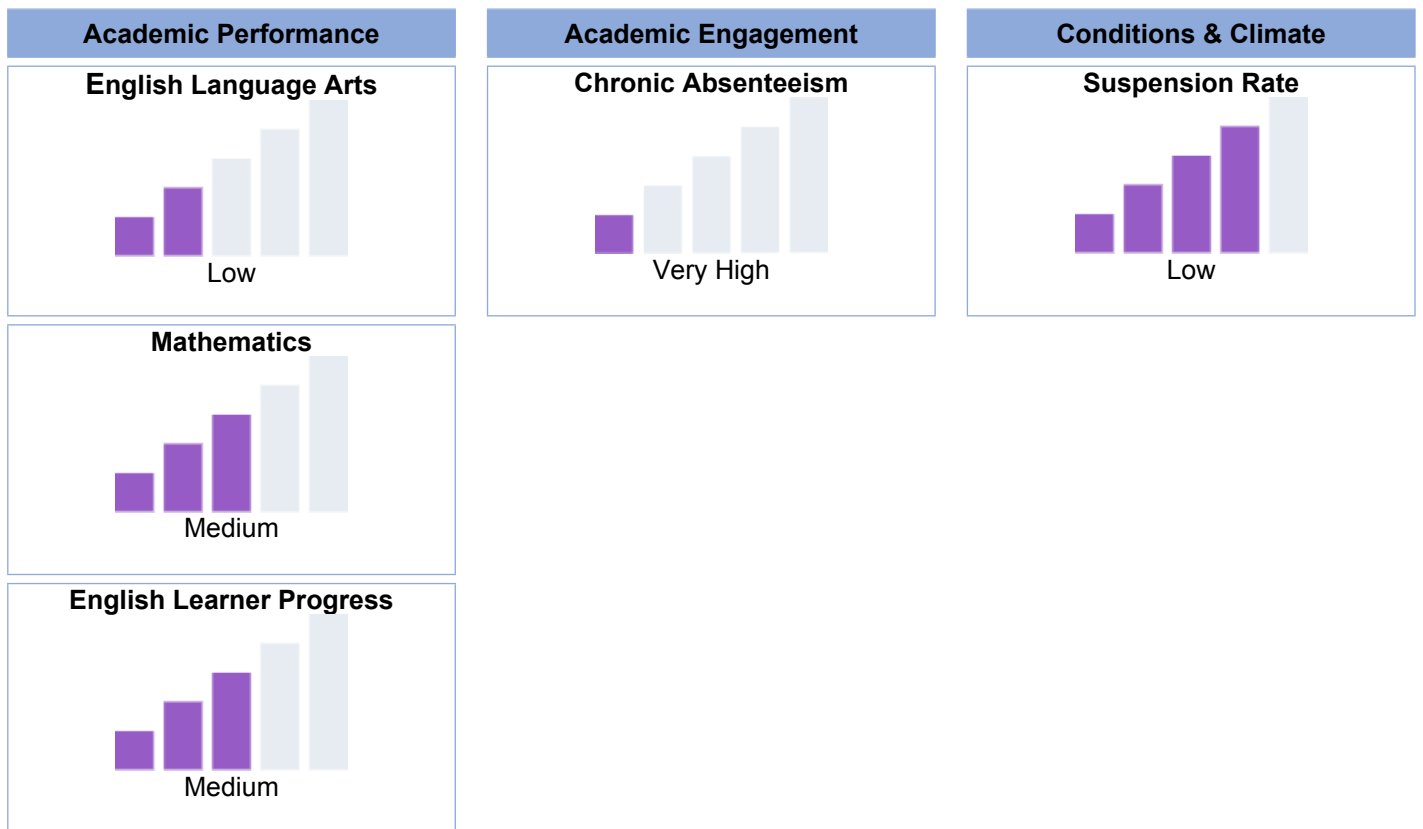
## Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



### 2022 Fall Dashboard Overall Performance for All Students



#### Conclusions based on this data:

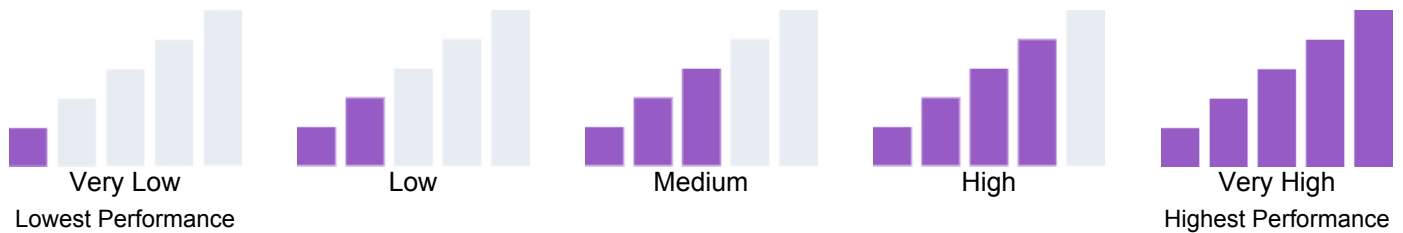
- Hughes' data on chronic absenteeism is an area of concern.
- We need to continue to grow in the areas of English Language Arts and Math.

# School and Student Performance Data

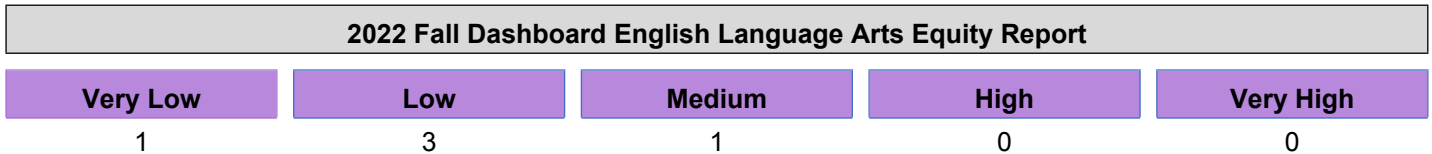
## Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

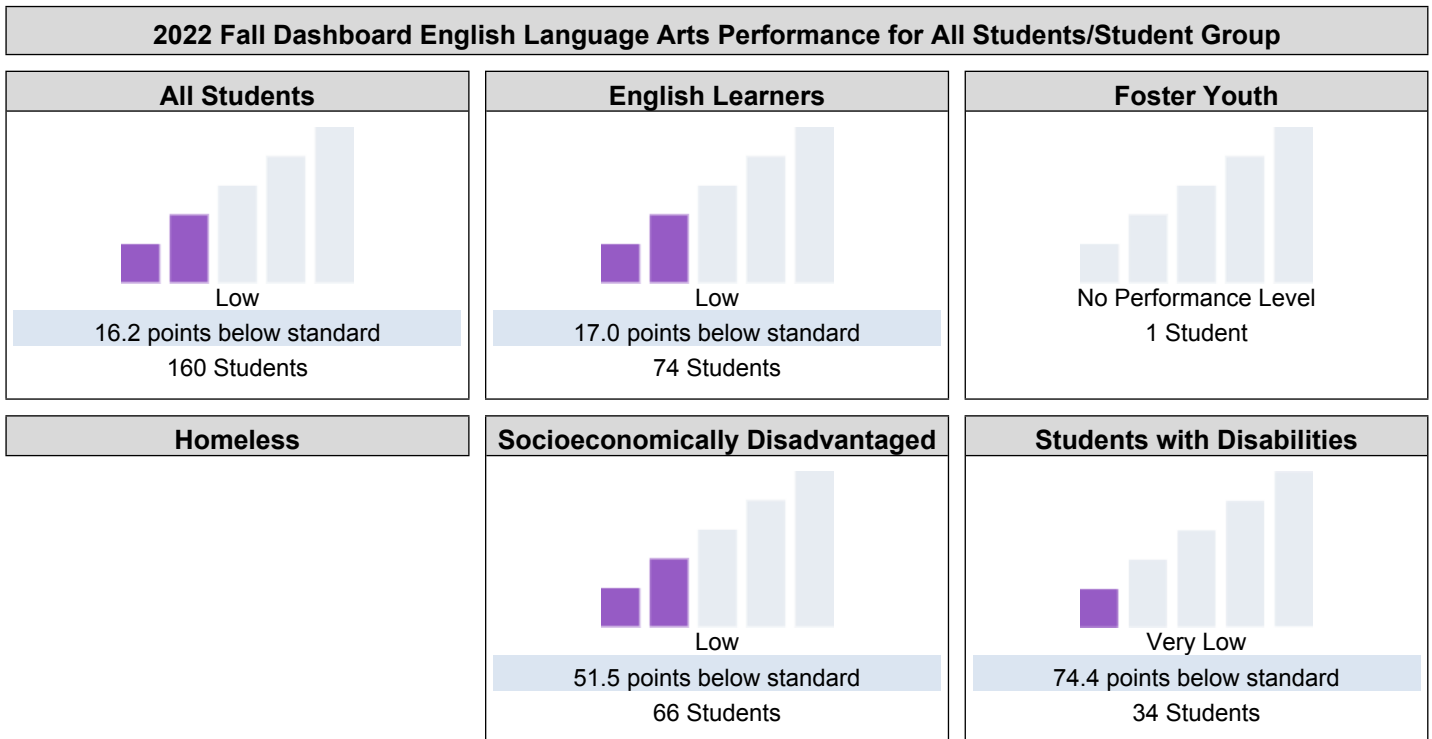
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



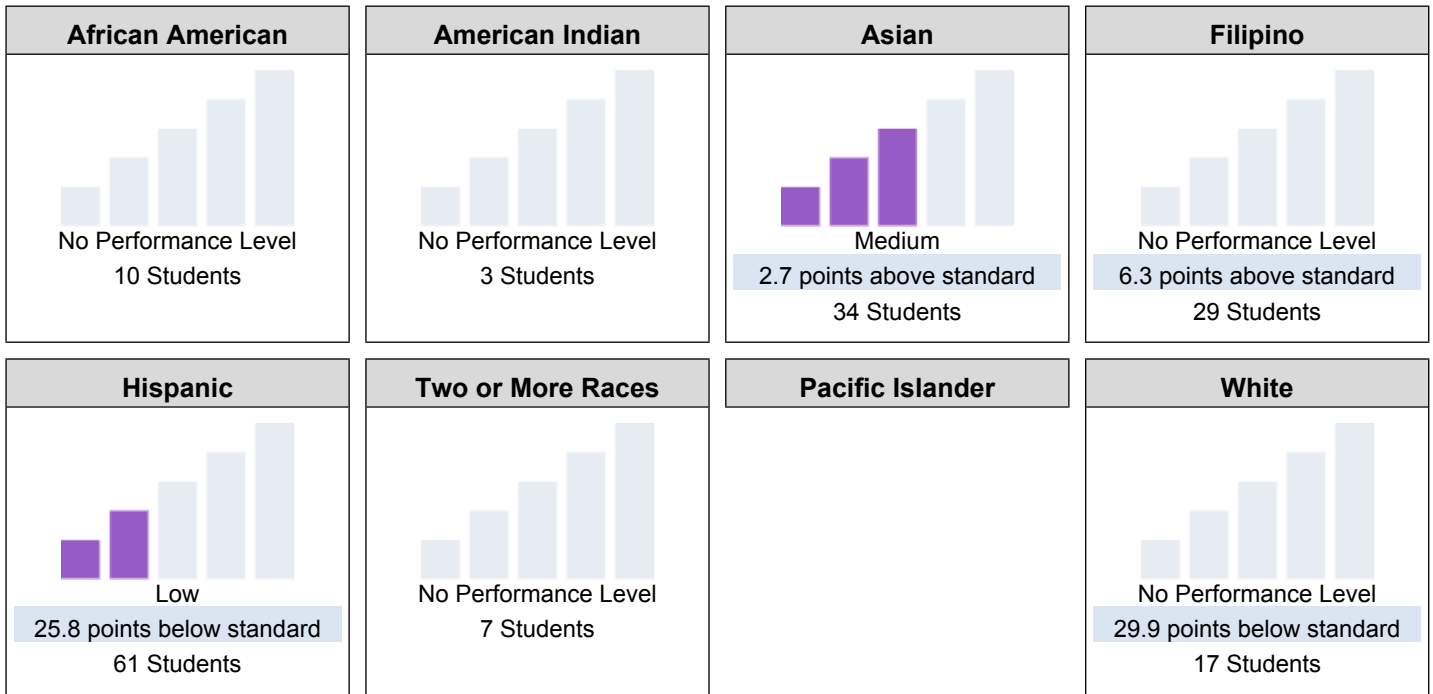
This section provides number of student groups in each level.



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



**2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity**



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

**2022 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
62.6 points below standard	49.9 points above standard	17.7 points below standard
44 Students	30 Students	80 Students

**Conclusions based on this data:**

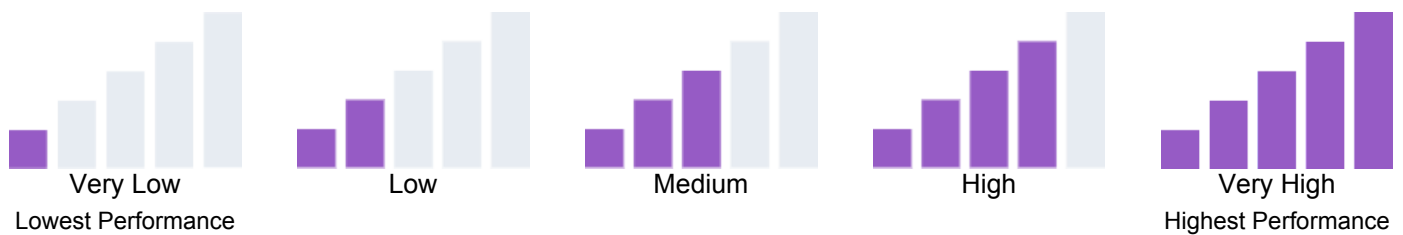
1. We need to continue to focus on and support our Socioeconomically Disadvantaged students they are more than 50 points below standard.

# School and Student Performance Data

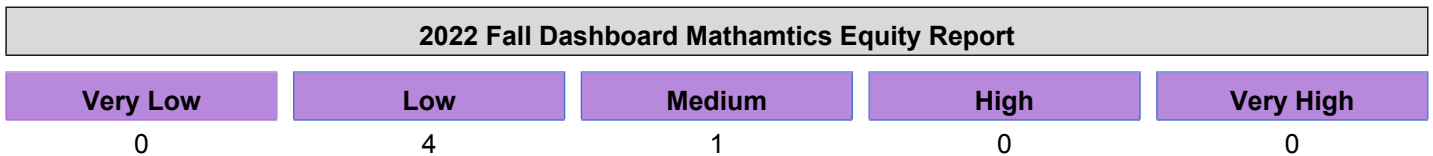
## Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

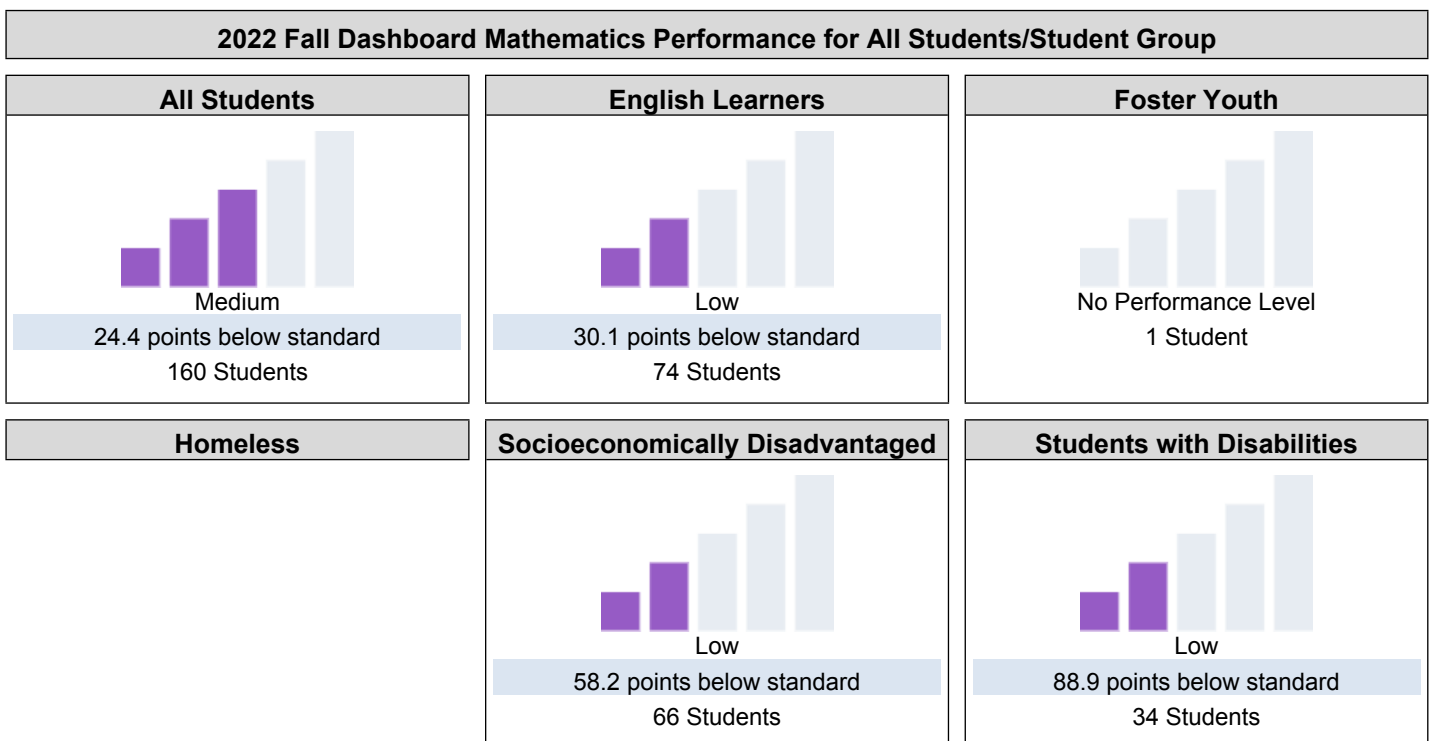
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



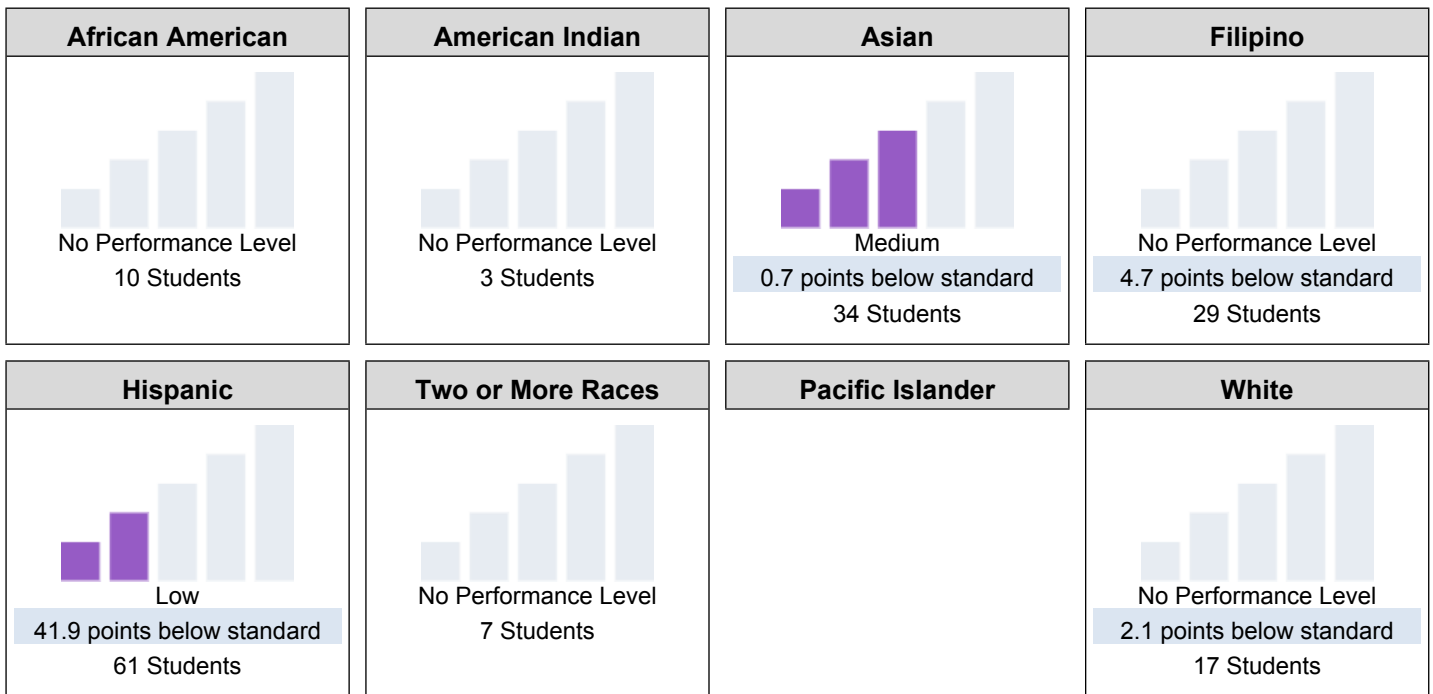
This section provides number of student groups in each level.



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



## 2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

## 2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p style="background-color: #e0e0e0;">67.5 points below standard</p> <p>44 Students</p>	<p style="background-color: #e0e0e0;">24.7 points above standard</p> <p>30 Students</p>	<p style="background-color: #e0e0e0;">21.7 points below standard</p> <p>80 Students</p>

### Conclusions based on this data:

1. Our Hispanic subgroup perform below standard.
2. We need to provide support for our socioeconomically disadvantaged students so they can increase Math achievement.
3. The growth of our students with disabilities is below standard but has increased from the previous school year.

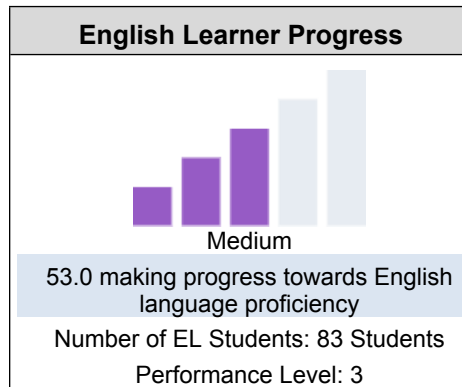
# School and Student Performance Data

## Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

### 2022 Fall Dashboard English Learner Progress Indicator



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

### 2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
14.5%	32.5%	0.0%	53.0%

#### Conclusions based on this data:

1. Our largest group of EL students progressed at least one ELPI level.



# School and Student Performance Data

## Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

### Conclusions based on this data:

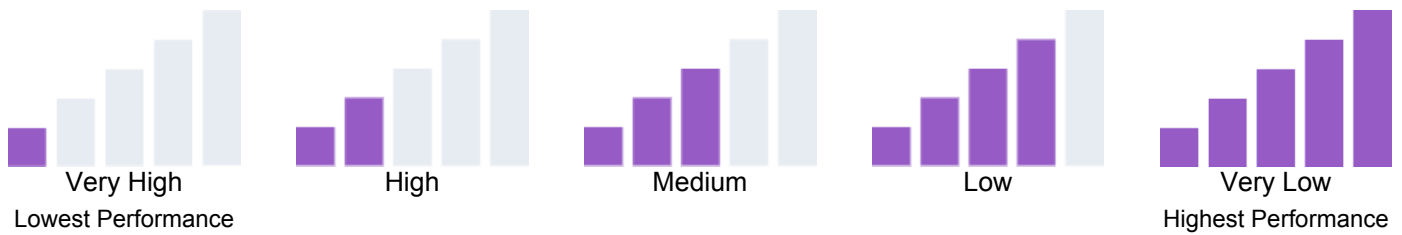
- 1.

# School and Student Performance Data

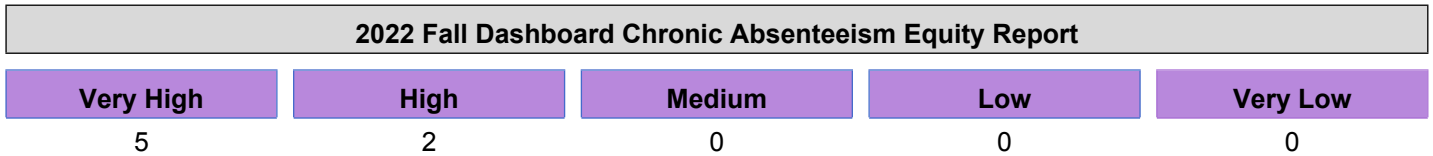
## Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

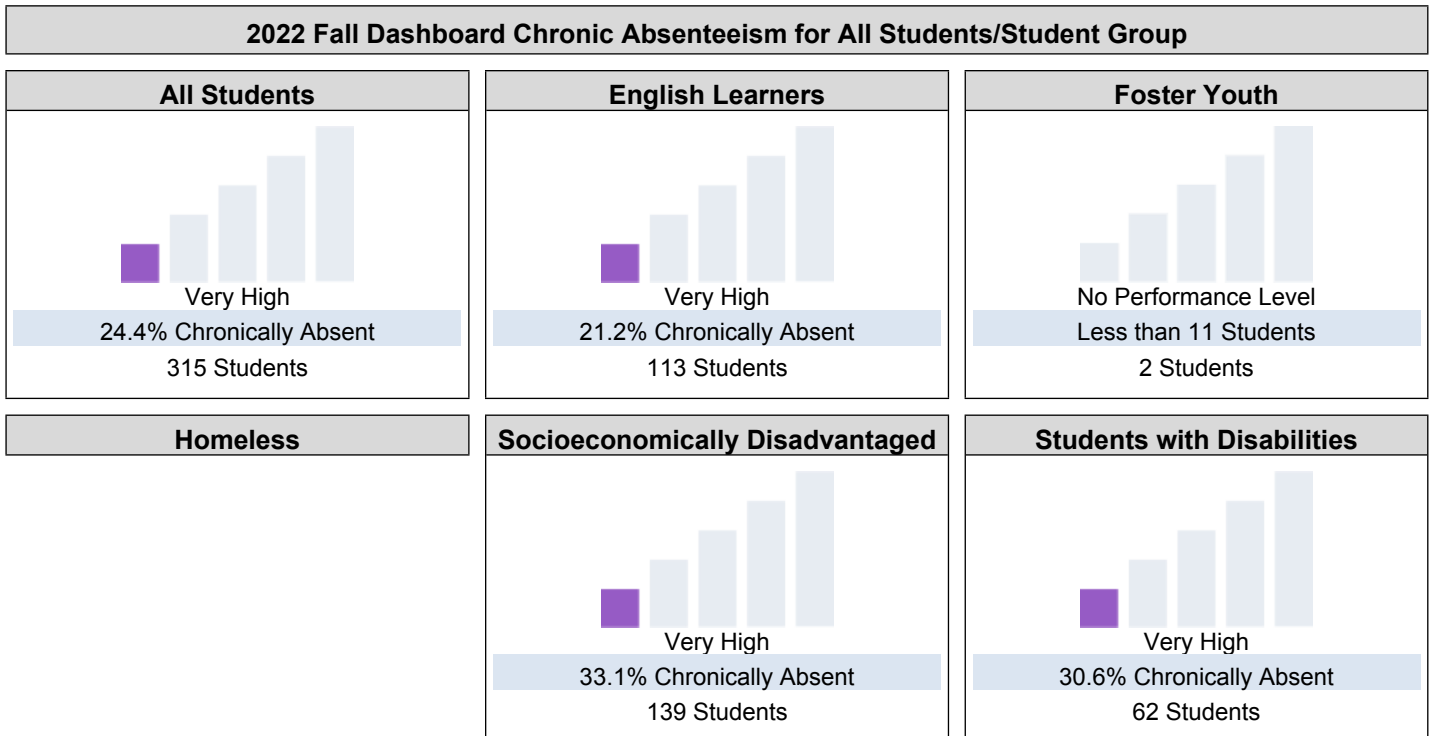
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



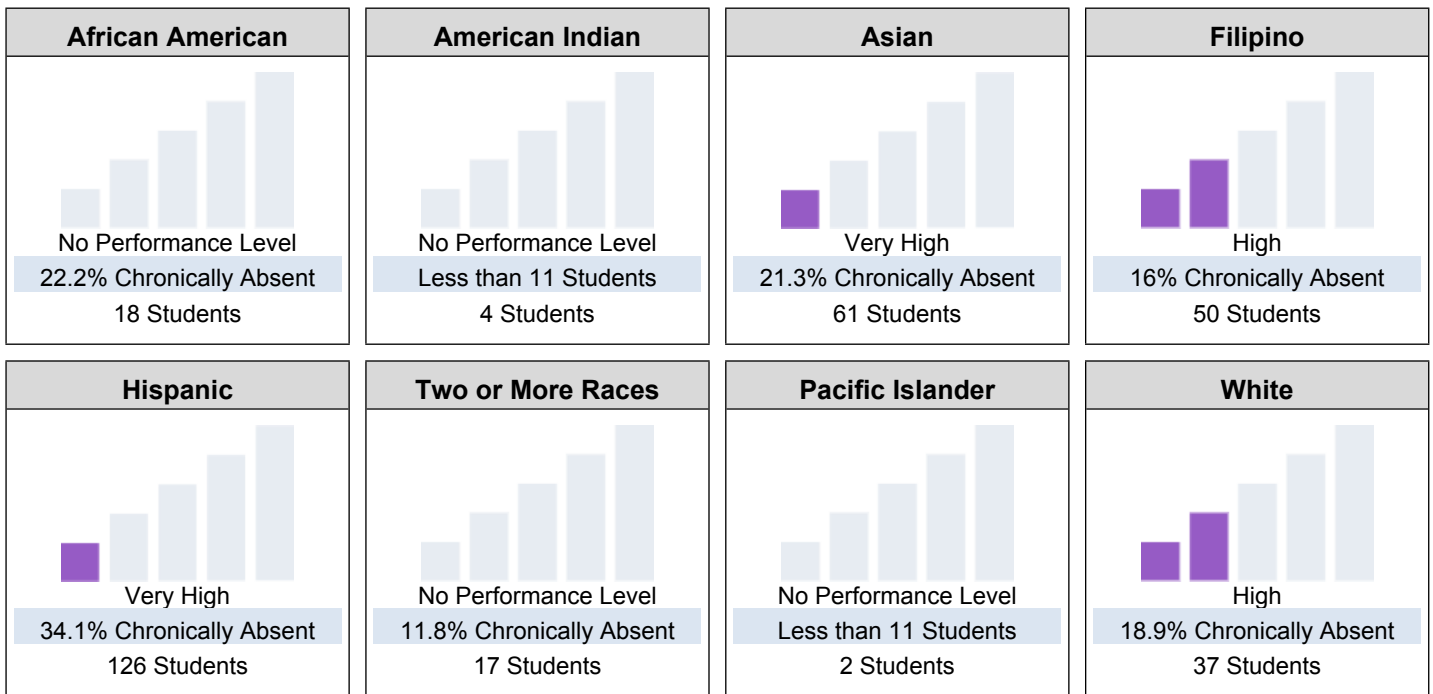
This section provides number of student groups in each level.



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



**2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**



**Conclusions based on this data:**

- Hughes' data on chronic absenteeism is an area of concern.

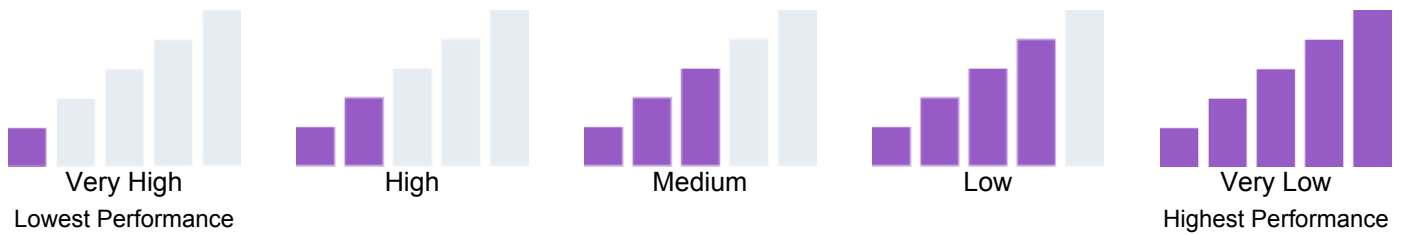


# School and Student Performance Data

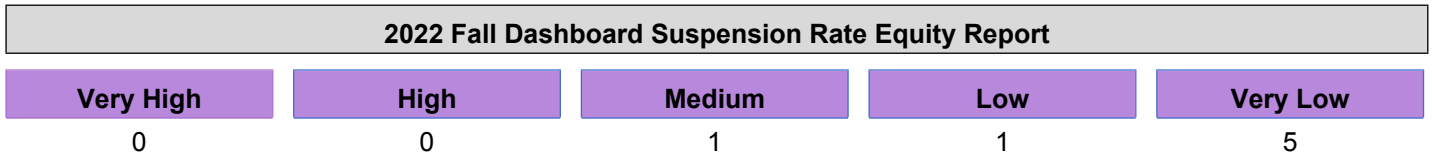
## Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

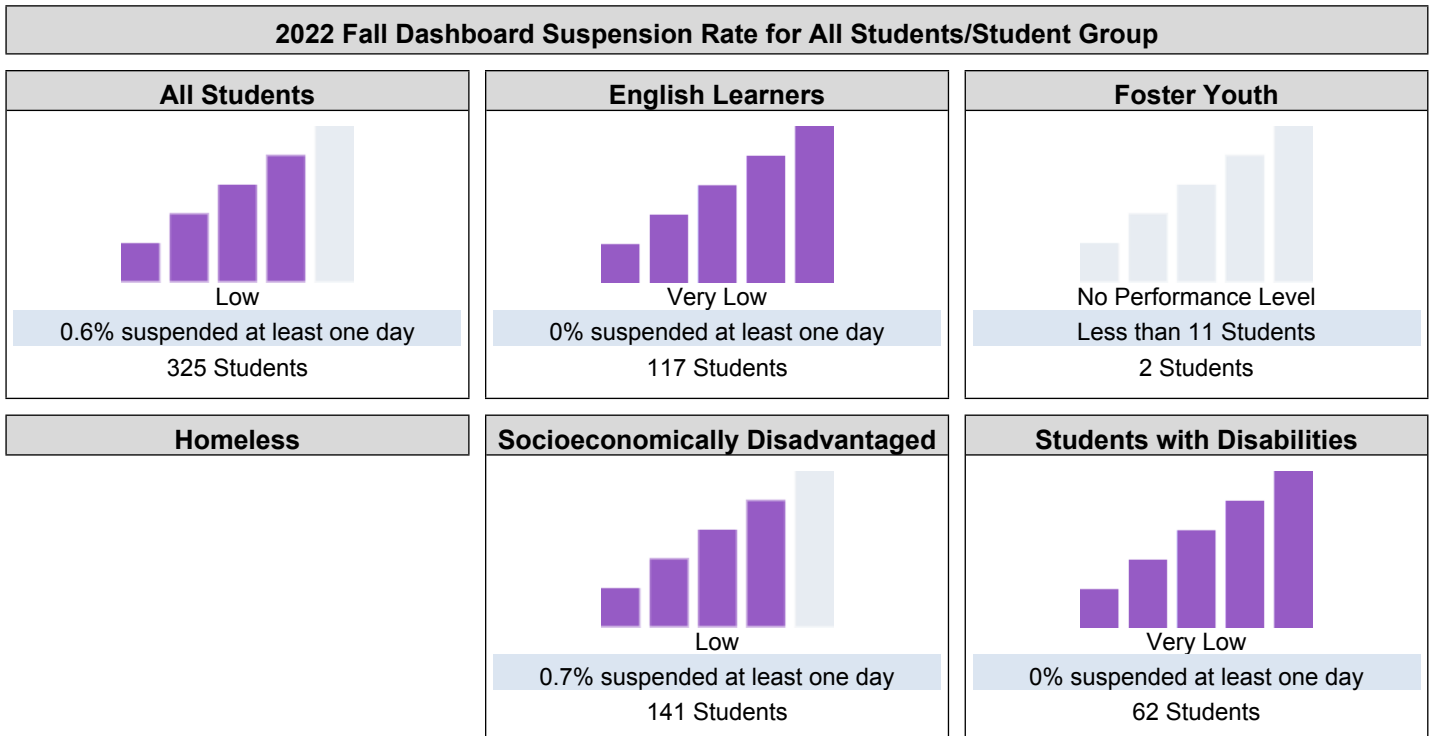
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



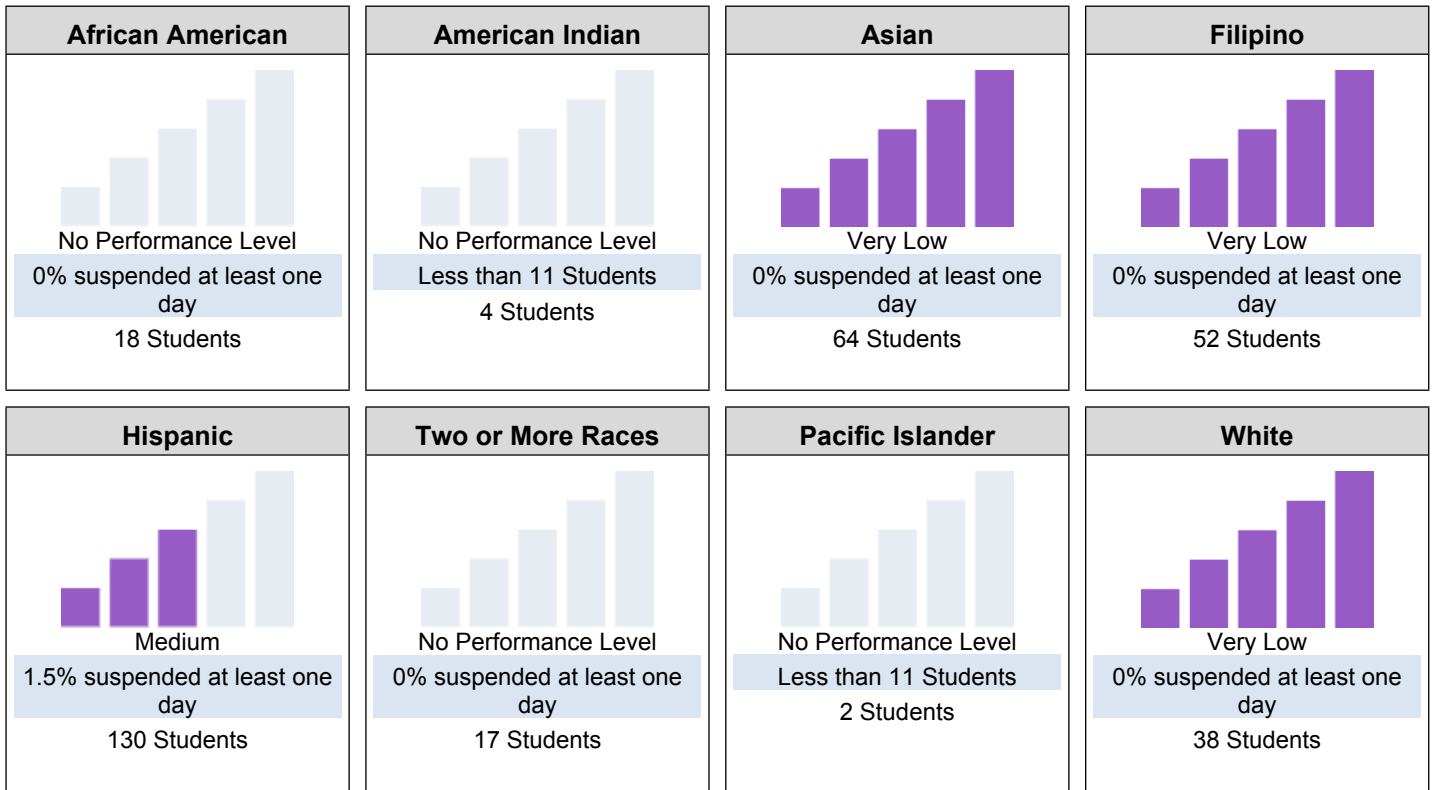
This section provides number of student groups in each level.



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



**2022 Fall Dashboard Suspension Rate by Race/Ethnicity**



**Conclusions based on this data:**

- Continued examination of alternatives to suspension need to be implemented for all students.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

Academics

## District Priorities/LCAP Goals/District Focus Areas Alignment

LCAP Goals:

1. All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and reduce the achievement gap between student groups.
2. All students will demonstrate progress in elements of the SCUSD Vision 2035 Graduate Portrait.
3. SCUSD will partner with family, business and community stakeholders to ensure that all students make progress in elements of the Graduate Portrait.

## Goal 1

All students, and all subgroups (Hispanic, ELL, SED, African American, Special Education and Filipino) will demonstrate either grade level performance or growth toward grade level achievement in Reading and Math as measured by performance based state- and district-assessments, and other measures as appropriate for the grade level and specific target group.

## Identified Need

Although the school's local (F&P) assessments show steady increase of students meeting and exceeding the reading standards at each trimester, our work is for all students to meet the standard for English/Language Arts. Data from the California Assessment of Student Performance and Progress (CAASPP) 45.12% of third to fifth grade students met or exceeded standard in English Language Arts during the 2021-2022 school year. For mathematics, 42.33% of third to fifth grade students met or exceeded standard. Again, our work is for all students to meet the standard for math.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Local Fountas and Pinnell (F&P) Reading Assessment and CAASPP Data	Data from the local F&P reading assessment shows 56.7% of students in all grades at Hughes Elementary met the reading standard in the Fall of 2022. In the Fall of 2021, 48.9% of students met the reading standard in the Fall. During the winter assessment, the percentage was at 58.9%, compared to 49.5% in the Winter of the previous school year.	We expect an increase of students meeting standard at the end of the school year, each school year, and year after year.
iReady - Local Assessment Diagnostic for Reading	Data from the local iReady reading diagnostic shows 59% of students in all grades at Hughes Elementary met the	We expect an increase of percentage year after year.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	reading standard in the Fall of 2022. This is an increase from 48.9% in the Fall of 2021. During the winter assessment, the percentage was at 63%, compared to 49.5% at the same time the year before.	
Math Curricular assessments and CAASPP	42.33% of students met or exceeded standard on the CAASPP for Math.	We expect an increase of students meeting standard year after year.
iReady - Local Assessment Diagnostic for Math	Data from the local iReady math diagnostic shows 18% of students in all grades at Hughes Elementary met the reading standard in the Fall of 2022. This is an increase from 15% in the Fall of 2021. During the winter assessment, the percentage was at 27%, compared to 33% at the same time the year before.	We expect an increase of percentage year after year.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

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

(Identify either All Students or one or more specific student groups)

All students will be served.

### Strategy/Activity

1.1 Teachers will collaborate to analyze assessment data and use this data to drive instruction. Teachers will engage in PLCs during staff PD and meetings to structure their grade level team and cross grade level team meetings around data for teaching and learning.

1.2 Teachers will participate in Literacy Focus Meetings with Literacy Intervention Teachers and principal to analyze data and determine and evaluate interventions for students for the year. These meetings will take place in the Fall, Winter, and Spring. Roving subs will be available on these days.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)



1000

Targeted Allocation  
1000-1999: Certificated Personnel Salaries  
Roving sub for Literacy Focus Meetings

## Strategy/Activity 2

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

(Identify either All Students or one or more specific student groups)

All students will be served.

### Strategy/Activity

2.1 Teachers use leveled reading materials, F&P, running record, core material, daily guided reading groups, read aloud, and self directed reading to teach students at their instructional level. Supplies and materials will be provided to obtain printed reading materials or materials to be copied for students.

2.2 Teachers will administer and analyze assessment data (including F&P, iReady, and Math) to drive reading instruction.

2.3 Provide staff development opportunities for teachers and school staff members and to attend school and district meetings and conferences to increase appropriate practices to meet the needs of all children. Opportunities include meetings for PLCs, workshops, leadership teams, outside organizations, and more.

2.4 All EL students will receive designated English Language instruction for 30 minutes each day using district curriculum. Students will be grouped in language level for appropriate support.

2.5 All students will have access to 21st century devices supporting Reading / Language Arts.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

6000

Targeted Allocation  
5800: Professional/Consulting Services And Operating Expenditures  
Book Room Materials to support reading instruction

1900

Targeted Allocation  
1000-1999: Certificated Personnel Salaries  
Subs to support teacher release time to administer and analyze assessments.

1000

Targeted Allocation  
5800: Professional/Consulting Services And Operating Expenditures  
Ongoing Professional Development

### Strategy/Activity 3

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

(Identify either All Students or one or more specific student groups)

All students will be served.

#### Strategy/Activity

3.1 School staff will facilitate intervention programs after school: Soaring to Success and Small Group support in ELA.

3.2 K-2 teachers will partner with the district Literacy (RISE) Team and Reading Recovery teachers to analyze student data, determine targeted instructional practices and reading groups, and reinforce lessons students experience in their district facilitated learning sessions.

3.3 A part time Literacy Intervention Teacher (LIT) specialist will work with students in grades K-2. (\*Funding allocations are not listed in this document. Funding of \$28,000 for the Hourly LIT specialist for grades K-2 is coming from the "Focus Schools" funding source.)

3.4 The school will have a part time Level Literacy Intervention (LLI) specialist work with students in 3-5th grades to improve reading skills. (\*Funding allocations are not listed in this document. Funding of \$36,000 for the Hourly LLI specialist for grades 3-5 is coming from the "Focus Schools" funding source.)

3.5 Reading specialists will work with K-5 students in improving reading skills.

3.6 Teachers and staff will use Raz-Kids for reading support, online resources for writing practice, FOSSWeb for nonfiction and science exploration, and other educational resources.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

#### Amount(s)

34000

#### Source(s)

Title I Part A: Basic Grants Low-Income and Neglected  
1000-1999: Certificated Personnel Salaries  
Hourly LIT specialist for grades K-2

40000

Title I Part A: Basic Grants Low-Income and Neglected  
1000-1999: Certificated Personnel Salaries  
Hourly LLI specialist for grades 3-5

### Strategy/Activity 4

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

(Identify either All Students or one or more specific student groups)

All students will be served.

#### Strategy/Activity

4.1 Teachers and Staff will continue to receive training during Collaboration PD afternoons on addressing literacy, technology, PBIS, PLCs, and site academic and extracurricular goals.

4.2 Teachers and staff will attend District Professional Development workshops to continue to deepen their instructional practices.

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

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

### **Strategy/Activity 5**

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

(Identify either All Students or one or more specific student groups)

All students will be served.

#### Strategy/Activity

5.1 All teachers will use district adopted curriculum following year-long planning maps and adjust their instruction based on student needs.

5.2 Staff will look at math assessment data from Origo and iReady to determine extra learning experiences for students and to differentiate our instruction for all students. Staff we will look at the state's Smarter Balanced Test results in Math to analyze trends in student progress and to identify ways to address student needs.

5.3 Teachers and district will investigate safe online math programs to support student Math growth. Teachers and staff will use online resources to support math instruction and for students' independent practice of concepts taught in class.

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

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

### **Strategy/Activity 6**

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

(Identify either All Students or one or more specific student groups)

All students will be served.

#### Strategy/Activity

6. SOAR Interventions classes will be offered for students who need extra help in Math (with teacher availability).

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

**Strategy/Activity 7**

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

(Identify either All Students or one or more specific student groups)

All students will be served.

Strategy/Activity

7.1 Teachers will attend district training for Math and attend conferences and workshops provided by the district and by outside organizations to strengthen their instructional practices.  
7.2 Hughes staff will engage in ongoing professional development around mathematics, the Math Practice Standards, differentiating instruction, and problem solving.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1000

Targeted Allocation  
5800: Professional/Consulting Services And  
Operating Expenditures  
Ongoing Professional Development

**Strategy/Activity 8**

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

(Identify either All Students or one or more specific student groups)

Kindergarten and First Grade Students will be served.

Strategy/Activity

8. Kindergarten and first grade (and second grade if needed) instructional assistant allows teacher to engage in small group instruction with target students while aide 8. works with groups of students.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

18000

Title I Part A: Basic Grants Low-Income and Neglected  
2000-2999: Classified Personnel Salaries  
Kindergarten and First (and Second if needed)  
Grades Instructional Assistant

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

English Learner Programs

## District Priorities/LCAP Goals/District Focus Areas Alignment

LCAP Goals:

1. All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and reduce the achievement gap between student groups.
2. All students will demonstrate progress in elements of the SCUSD Vision 2035 Graduate Portrait.
3. SCUSD will partner with family, business and community stakeholders to ensure that all students make progress in elements of the Graduate Portrait.

## Goal 2

Hughes Elementary's goals are to increase student achievement of English Language Learners (ELL) and identified English Learners (ELs) will demonstrate continued growth in acquiring English (listening, speaking, reading, writing) as measured by English Language Proficiency Assessments for California (ELPAC) and CAASPP tests in ELA and Math.

## Identified Need

Our EL students need support in acquiring English, including academic vocabulary, to increase achievement on ELPAC, ELA & Math CAASPP, and F&P assessments. In the 2018-2019 school year, 69% of EL students were in levels 2 and 3 in the overall performance levels as determined by the English Language Proficiency Assessments for California (ELPAC). In the 2021-2022 school year, 71% of EL students were in levels 2 and 3 on the ELPAC. In the 2022-2023 school year, 82% of EL students were in levels 2 and 3.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC	During the 2021-2022 school year, 71% of EL students were in levels 2 and 3 in the overall performance levels as determined by the ELPAC. During this 2022-2023 school year, 82% of EL students were in levels 2 and 3.	We expect an increase of students meeting standard year after year.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

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

(Identify either All Students or one or more specific student groups)

English Language Learners will be served. All students will benefit from the strategies and action items as well.

## Strategy/Activity

1.1 Lesson plans from school staff will be align with the Common Core State Standards and will be differentiated for students and/or groups of students.

1.2 The school's English Language Development (ELD) paraprofessional will implement 30 minutes of ELD small group instruction. Students will be flexibly grouped together based on a variety of data including results from the English Language Proficiency Assessments for California (ELPAC). The school's ELD paraprofessional will coordinate and/or provide translation services for conferences and meetings.

1.3 All EL students will receive designated English Language instruction for 30 minutes each day using district curriculum. Students will be grouped in language level for appropriate support.

1.4 Staff will participate in professional development conferences to help increase teacher knowledge of working with ELLs and cultural responsive teaching.

1.5 Teachers will use Sheltered Instruction Observation Protocol (SIOP) Instructional Practices to support EL students that focus on content and language objectives, key vocabulary emphasized, higher order thinking questions, etc.

## Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

### Amount(s)

45000

### Source(s)

Targeted Allocation  
2000-2999: Classified Personnel Salaries  
ELD Paraprofessional

1500

Targeted Allocation  
5800: Professional/Consulting Services And  
Operating Expenditures  
Ongoing Professional Development -  
Conferences based in English Language  
Development and/or culture

## Strategy/Activity 2

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

(Identify either All Students or one or more specific student groups)

English Language Learners will be served. All students will benefit from the strategies and action items as well.

## Strategy/Activity

2.1 Provide translation services for parents. Provide translated documents using TransACT materials and software applications. Translation services through the district in writing and voice will be available.

2.2 Purchase materials for English Learner Advisory Committee meeting and parent involvement events (materials, supplies, food, translation services, and light refreshments).

2.3 Provide ESL classes and workshops for all parents who want to learn English on our campus through a partnership with the Family Resource Center. Provide childcare during classes.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	Targeted Allocation 5000-5999: Services And Other Operating Expenditures Staff Access and Use of Language Line
1400	Title I Part A: Basic Grants Low-Income and Neglected 5000-5999: Services And Other Operating Expenditures Parent Engagement
1000	Title I Part A: Basic Grants Low-Income and Neglected 2000-2999: Classified Personnel Salaries Childcare personnel



# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

School Climate

## District Priorities/LCAP Goals/District Focus Areas Alignment

LCAP Goals:

1. All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and reduce the achievement gap between student groups.
2. All students will demonstrate progress in elements of the SCUSD Vision 2035 Graduate Portrait.
3. SCUSD will partner with family, business and community stakeholders to ensure that all students make progress in elements of the Graduate Portrait.

## Goal 3

The students and staff at Hughes Elementary School will promote our district's Wellness Policy through education (health and nutrition) and physical exercise. In addition to the classroom setting, teachers, parents, and students will model healthy choices with extracurricular events (such as school events, fundraisers, etc.). It is our goal to teach and model how to make healthy choices, reduce fat in our diet, and stay physically active.

Students' social and emotional well-being will be supported with counseling services and wellness program, in addition to the provision of exploratory subjects (DARE).

Positive reinforcement is applied with teaching students how to communicate with one another and a chance to discuss any issues with a counselor. Hughes will continue using the Positive Behavior Interventions and Supports system (PBIS) which includes the School-Wide Information System (SWIS) for data collection on behavior. The staff will meet and discuss any problem areas or behaviors based on what the data states. The goal is to support students' positive behaviors and decision making and to keep students in class, reducing the number of students in the office and/or sent home. Teachers and district personnel have created a document to collect data on behavior tracking forms where information will be entered into the SWIS database. This will give teachers and staff data on what behaviors need to be re-taught and where the violations take place.

Many opportunities, structures, and systems will be used to increase parent participation in school events.

## Identified Need

Behavioral data show a need to support students with positive behaviors supports and interventions / redirection. The number of referrals for Wellness support continues to grow due to behavioral needs, emotional regulation, and social-emotional learning.

## Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

Collect and monitor student attendance at school.

During this 2022-2023 school year, 76 of our 297 enrollment

We expect a decrease in number of students who are

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	students missed 10% of more days of school.	chronically absent year after year.
California Healthy Kids Survey	In the 2021-2022 school year, 91% of survey respondents reported positively for perceived school safety.	During the 2023-2024 school year where the California Healthy Kids Survey will be administered again, we expect an increase in students reporting positively for perceived school safety. With our continued focus on campus safety, lifeskills, character traits, study skills, positive behaviors, and conflict resolution, our expectation is to have 100% of students report positively for perceived school safety.
Number of students receiving counseling services	There were 47 students referred to the Wellness Coordinator for counseling services during the 2018-2019 school year. During the 2019-2020 school year there were 32 referrals to the Wellness Coordinator. During the 2021-2022 school year there were 44 referrals. During this 2022-2023 school year there have been 65 referrals.	Continue to provide support for students and families for counseling services. We anticipate the number of referrals to continue to increase.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

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

(Identify either All Students or one or more specific student groups)

All students will be served.

### Strategy/Activity

1.1 The school will provide opportunities, with the help from our parent community, to develop fun and interactive events for families to attend.

1.2 Hughes will promote parent participation by hosting Family Fun Nights, Parent Education Nights, and community outreach events in our community on topics that include addressing educational technology, student attendance, Positive Behavior Interventions and Supports (PBIS), social-emotional learning, health and wellness, and academic achievement. Hughes will provide

opportunities for students and our community to engage in educational and extracurricular assemblies and events,

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

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

500

Targeted Allocation  
5000-5999: Services And Other Operating Expenditures  
Parent Engagement, Assemblies (\*Our staff has been successful in finding free or grant funded assemblies)

### **Strategy/Activity 2**

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

(Identify either All Students or one or more specific student groups)

All students will be served.

Strategy/Activity

2.1 All 5th grade students will participate in the Santa Clara Police Department's DARE program, if available.

2.2 Fifth grade students will have the opportunity to participate in the School Safety Patrol. Students and staff members will be provided safety patrol materials and training to support the safety patrol program.

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

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

### **Strategy/Activity 3**

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

(Identify either All Students or one or more specific student groups)

All students will be served.

Strategy/Activity

3.1 Hughes will provide the annual fee for the School-Wide Information System (SWIS), the behavior management system for Positive Behavior Interventions and Supports (PBIS).

3.2 Prizes, awards, and materials for social-emotional growth and positive behavior growth for students will be purchased and provided.

3.3 PBIS leadership team will attend (district and/or outside) professional development and team meetings for PBIS and SWIS. PBIS leadership team will be paid for additional time beyond their adjunct duty and contractual hours.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
600	Targeted Allocation 5000-5999: Services And Other Operating Expenditures SWIS annual fee
500	Targeted Allocation 4000-4999: Books And Supplies Prizes, awards, and materials for PBIS (*Staff will also ask for donations from our community.)
1000	Targeted Allocation 5800: Professional/Consulting Services And Operating Expenditures PBIS Leadership Team meetings

### Strategy/Activity 4

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

(Identify either All Students or one or more specific student groups)

Students in the Special Education program will be served.

#### Strategy/Activity

Special education access to materials, curriculum and testing materials for our moderate/severe SAI classrooms.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5000	Targeted Allocation 4000-4999: Books And Supplies Materials, curriculum, and testing materials

### Strategy/Activity 5

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

(Identify either All Students or one or more specific student groups)

All students will be served.

### Strategy/Activity

Students will have the opportunity to see a counselor, either individually or in groups to address the needs of the whole child. Hughes staff members will support families with connections to outside resources, including the SCUSD Family Resource Center.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

9500

Source(s)

Targeted Allocation  
2000-2999: Classified Personnel Salaries  
Additional day(s) of counseling

### Strategy/Activity 6

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

(Identify either All Students or one or more specific student groups)

All students will be served.

### Strategy/Activity

Teachers and students will access the Hughes library regularly and have access to new library materials and resources.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2000

Source(s)

Targeted Allocation  
4000-4999: Books And Supplies  
Books and materials to help keep library up to date

### Strategy/Activity 7

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

(Identify either All Students or one or more specific student groups)

All students will be served.

### Strategy/Activity

7.1 All students will have access to 21st century devices and learning. Teachers will engage in professional learning around integration of literacy and Educational Technology tools and resources. Staff member(s) will provide support for the organization, structure, and deployment of Educational Technology, Robotics, Maker Carts, and online resources. We will also support student learning by showing students how to be better organized through the use of student planners for grades 3-5. The school will explore and implement dynamic, interactive, and innovative learning spaces.

7.2 Provide staff development opportunities for teachers and school staff members to attend school and district meetings and conferences to increase appropriate practices to meet the needs of all children. Opportunities include meetings for PLCs, workshops, leadership teams, outside organizations, and more.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1500	Targeted Allocation 4000-4999: Books And Supplies Materials and supplies for EdTech and learning spaces.
1767	Targeted Allocation 5800: Professional/Consulting Services And Operating Expenditures Professional Development and Leadership Meetings

**Strategy/Activity 8**

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

(Identify either All Students or one or more specific student groups)

All students will be served.

**Strategy/Activity**

8.1 Hughes staff and partnerships with parent volunteers and outside organizations will create structures for recess and lunch time facilitated gameplay and/or indoor activities to support students' social emotional learning, sportsmanship, positive behaviors, and conflict resolution. School staff will create a collection of materials for noon activities. Hughes staff will provide student support in classrooms and around the campus for social emotional learning (SEL) opportunities.

8.2 Hughes Staff and Community Partners will regularly examine and address school safety. Programs and materials will be obtained to continue to improve our school safety plan.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5500	Targeted Allocation 5000-5999: Services And Other Operating Expenditures

	Materials and services for outdoor activities, facilitated games, and adult monitoring of student games during recess and lunch.
2500	Targeted Allocation 4000-4999: Books And Supplies Partner with community organizations to improve and purchase materials to support and improve - people and location safety.

# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$183,167.00

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I Part A: Basic Grants Low-Income and Neglected	\$94,400.00

Subtotal of additional federal funds included for this school: **\$94,400.00**

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
Targeted Allocation	\$88,767.00

Subtotal of state or local funds included for this school: **\$88,767.00**

Total of federal, state, and/or local funds for this school: **\$183,167.00**



# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I Part A: Basic Grants Low-Income and Neglected	102614	8,214.00
Targeted Allocation	121100	32,333.00
Title I Part A: Parent Involvement	780	780.00

## Expenditures by Funding Source

Funding Source	Amount
Targeted Allocation	88,767.00
Title I Part A: Basic Grants Low-Income and Neglected	94,400.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	76,900.00
2000-2999: Classified Personnel Salaries	73,500.00
4000-4999: Books And Supplies	11,500.00
5000-5999: Services And Other Operating Expenditures	9,000.00
5800: Professional/Consulting Services And Operating Expenditures	12,267.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Targeted Allocation	2,900.00
2000-2999: Classified Personnel Salaries	Targeted Allocation	54,500.00
4000-4999: Books And Supplies	Targeted Allocation	11,500.00
5000-5999: Services And Other Operating Expenditures	Targeted Allocation	7,600.00

5800: Professional/Consulting Services And Operating Expenditures	Targeted Allocation	12,267.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	74,000.00
2000-2999: Classified Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	19,000.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Basic Grants Low-Income and Neglected	1,400.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	102,900.00
Goal 2	49,900.00
Goal 3	30,367.00

# School Site Council Membership

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

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

Name of Members	Role
Vicky Miselis	Parent or Community Member
Kehri Earl	Parent or Community Member
Gigi Balmonte	Parent or Community Member
Melissa Duarte	Classroom Teacher
Christina Valdez	Other School Staff
Joe Young	Principal

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5/9/2023.

Attested:



Principal, Joe Young on May 9, 2023



SSC Chairperson, Vicky Miselis on May 9, 2023