



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Kathryn Hughes Elementary School	43-69674-6048896	April 22, 2024	June 13, 2024

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California’s ESSA State Plan supports the state’s approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state’s Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Kathryn Hughes Elementary School for meeting ESSA’s planning requirements for in alignment with the LCAP and other federal, state, and local programs.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting the ESSA's planning requirements for in alignment with the Local Control and Accountability Plan (LCAP) 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.

Educational Partner Involvement

How, when, and with whom did your Kathryn Hughes Elementary 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 Elementary School School Site Council (SSC) met to examine the school goals throughout the school year. SSC meetings take place on the first Tuesday of the month. Moreover, our English Learner Advisory Committee (ELAC) was voted into our SSC this school year. Throughout the year we focused on: the function and purpose of SSC; Title 1 overview; current School Plan for Student Achievement (SPSA) goals on English Language Arts, Math, English Learners, and School Culture; Comprehensive School Safety Plan; Positive Behavioral Interventions and Supports (PBIS); i-Ready Reading and Math data, Mid-Year adjustment allocation, next school year's Title 1 and Targeted budget, next school year's SPSA goals and strategies.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Red - Chronic Absenteeism
Orange - Suspension Rate
Orange - English Language Arts
Orange - Mathematics

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

NA

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

i-Ready Reading and Math Diagnostic Assessment Data

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level Kathryn Hughes Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	1.6%	1.37%	1.11%	6	4	3
African American	6.2%	5.48%	4.81%	23	16	13
Asian	20.3%	19.18%	18.52%	75	56	50
Filipino	16.8%	16.44%	16.67%	62	48	45
Hispanic/Latino	40.0%	40.07%	41.11%	148	117	111
Pacific Islander	0.3%	0.68%	0.74%	1	2	2
White	10.3%	11.30%	11.85%	38	33	32
Multiple/No Response	4.1%	5.14%	4.81%	15	15	13
Total Enrollment				370	292	270

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
Total Enrollment	370	292	270

Conclusions based on this data:

1. Our student enrollment has declined due to a variety of factors (i.e. opening of a new TK-5th elementary school and subsequent redrawing of attendance boundaries)
2. Our declining student enrollment has a direct impact on the number of classroom teachers on the staff.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

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 (EL)	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	16	26	2.8%	5.5%	9.6%

Conclusions based on this data:

1. Our EL population has decreased over the past two years.
2. Our RFEP numbers of students / percent of students has increased in the last two years
3. The number of FEP students fluctuates year to year.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

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	44	0	56	44	0	56	44	0.0	98.2	100.0
Grade 4	59	60	51	0	60	51	0	60	51	0.0	100.0	100.0
Grade 5	53	48	56	0	48	56	0	48	56	0.0	100.0	100.0
All Grades	167	165	151	0	164	151	0	164	151	0.0	99.4	100.0

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.	2421.		26.79	34.09		19.64	6.82		30.36	29.55		23.21	29.55
Grade 4		2432.	2455.		15.00	29.41		26.67	15.69		18.33	19.61		40.00	35.29
Grade 5		2484.	2454.		14.58	10.71		33.33	23.21		18.75	12.50		33.33	53.57
All Grades	N/A	N/A	N/A		18.90	23.84		26.22	15.89		22.56	19.87		32.32	40.40

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	13.64		60.71	61.36		16.07	25.00
Grade 4		13.33	17.65		56.67	60.78		30.00	21.57
Grade 5		10.42	12.50		66.67	55.36		22.92	32.14
All Grades		15.85	14.57		60.98	58.94		23.17	26.49

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	22.73		57.14	47.73		25.00	29.55
Grade 4		10.00	13.73		61.67	66.67		28.33	19.61
Grade 5		14.58	8.93		62.50	50.00		22.92	41.07
All Grades		14.02	14.57		60.37	54.97		25.61	30.46

Listening									
Demonstrating effective communication skills									
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		21.43	15.91		60.71	75.00		17.86	9.09
Grade 4		10.00	3.92		70.00	82.35		20.00	13.73
Grade 5		6.25	10.71		70.83	64.29		22.92	25.00
All Grades		12.80	9.93		67.07	73.51		20.12	16.56

Research/Inquiry									
Investigating, analyzing, and presenting information									
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		10.71	27.27		66.07	47.73		23.21	25.00
Grade 4		6.67	23.53		61.67	49.02		31.67	27.45
Grade 5		10.42	8.93		75.00	50.00		14.58	41.07
All Grades		9.15	19.21		67.07	49.01		23.78	31.79

Conclusions based on this data:

1. In the last reported year, the percentage of students in all grades not meeting standard is higher than student's meeting standard.
2. The percent of students meeting or exceeding standard dropped in the last two school years.
3. Overall participation on the SBAC assessment was 98% or higher.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

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	44	0	56	44	0	56	44	0.0	98.2	100.0
Grade 4	59	60	51	0	59	51	0	59	51	0.0	98.3	100.0
Grade 5	53	48	56	0	48	56	0	48	56	0.0	100.0	100.0
All Grades	167	165	151	0	163	151	0	163	151	0.0	98.8	100.0

* 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.	2419.		23.21	15.91		28.57	29.55		17.86	25.00		30.36	29.55
Grade 4		2463.	2460.		15.25	15.69		25.42	27.45		33.90	23.53		25.42	33.33
Grade 5		2471.	2463.		4.17	12.50		29.17	12.50		27.08	28.57		39.58	46.43
All Grades	N/A	N/A	N/A		14.72	14.57		27.61	22.52		26.38	25.83		31.29	37.09

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	13.64		48.21	61.36		23.21	25.00
Grade 4		22.03	21.57		50.85	43.14		27.12	35.29
Grade 5		6.25	10.71		50.00	46.43		43.75	42.86
All Grades		19.63	15.23		49.69	49.67		30.67	35.10

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	25.00		41.07	52.27		33.93	22.73
Grade 4		16.95	13.73		54.24	50.98		28.81	35.29
Grade 5		16.67	16.07		47.92	42.86		35.42	41.07
All Grades		19.63	17.88		47.85	48.34		32.52	33.77

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	22.73		46.43	54.55		28.57	22.73
Grade 4		22.03	13.73		49.15	56.86		28.81	29.41
Grade 5		2.08	5.36		75.00	62.50		22.92	32.14
All Grades		17.18	13.25		55.83	58.28		26.99	28.48

Conclusions based on this data:

1. In the last reported year, the percentage of students in all grades not meeting standard is higher than student's meeting standard.
2. The percent of students meeting or exceeding standard dropped in the last two school years.
3. Overall participation on the SBAC assessment was 98% or higher.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/ela/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

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
K	1433.5	*	1464.8	1432.0	*	1456.6	1436.8	*	1484.2	19	9	19
1	1441.5	1461.8	*	1441.4	1453.9	*	1441.0	1469.0	*	24	12	7
2	1456.0	1461.3	*	1436.7	1458.4	*	1474.9	1463.8	*	21	23	10
3	1423.4	1499.0	1492.8	1416.0	1492.3	1491.6	1430.4	1505.3	1493.4	19	22	18
4	1472.3	1510.0	1540.8	1466.1	1503.7	1548.1	1478.2	1515.7	1533.3	18	18	16
5	1485.6	1520.4	1503.4	1476.6	1517.9	1481.7	1493.9	1522.7	1524.4	14	16	15
All Grades										115	100	85

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
K	36.84	*	36.84	15.79	*	26.32	21.05	*	26.32	26.32	*	10.53	19	*	19
1	0.00	8.33	*	45.83	41.67	*	20.83	41.67	*	33.33	8.33	*	24	12	*
2	4.76	8.70	*	47.62	34.78	*	28.57	47.83	*	19.05	8.70	*	21	23	*
3	15.79	27.27	11.11	36.84	27.27	44.44	5.26	31.82	33.33	42.11	13.64	11.11	19	22	18
4	0.00	27.78	50.00	27.78	27.78	31.25	38.89	33.33	18.75	33.33	11.11	0.00	18	18	16
5	7.14	18.75	13.33	42.86	31.25	46.67	35.71	37.50	13.33	14.29	12.50	26.67	14	16	15
All Grades	10.43	18.00	23.53	36.52	31.00	40.00	24.35	40.00	22.35	28.70	11.00	14.12	115	100	85

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
K	31.58	*	42.11	26.32	*	31.58	15.79	*	15.79	26.32	*	10.53	19	*	19
1	8.33	0.00	*	29.17	41.67	*	50.00	58.33	*	12.50	0.00	*	24	12	*
2	19.05	21.74	*	19.05	30.43	*	33.33	26.09	*	28.57	21.74	*	21	23	*
3	21.05	40.91	33.33	31.58	31.82	44.44	10.53	4.55	16.67	36.84	22.73	5.56	19	22	18
4	16.67	33.33	68.75	22.22	44.44	25.00	33.33	11.11	6.25	27.78	11.11	0.00	18	18	16
5	21.43	31.25	20.00	57.14	43.75	53.33	14.29	25.00	0.00	7.14	0.00	26.67	14	16	15
All Grades	19.13	26.00	36.47	29.57	36.00	38.82	27.83	25.00	12.94	23.48	13.00	11.76	115	100	85

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
K	26.32	*	26.32	21.05	*	42.11	26.32	*	26.32	26.32	*	5.26	19	*	19
1	4.17	16.67	*	33.33	33.33	*	29.17	16.67	*	33.33	33.33	*	24	12	*
2	9.52	4.35	*	47.62	39.13	*	33.33	26.09	*	9.52	30.43	*	21	23	*
3	21.05	18.18	0.00	21.05	27.27	33.33	10.53	31.82	44.44	47.37	22.73	22.22	19	22	18
4	0.00	11.11	18.75	16.67	27.78	50.00	38.89	38.89	18.75	44.44	22.22	12.50	18	18	16
5	0.00	6.25	13.33	28.57	25.00	20.00	35.71	56.25	46.67	35.71	12.50	20.00	14	16	15
All Grades	10.43	11.00	15.29	28.70	32.00	35.29	28.70	34.00	32.94	32.17	23.00	16.47	115	100	85

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
K	26.32	*	36.84	47.37	*	57.89	26.32	*	5.26	19	*	19
1	41.67	8.33	*	54.17	91.67	*	4.17	0.00	*	24	12	*
2	14.29	26.09	*	57.14	56.52	*	28.57	17.39	*	21	23	*
3	57.89	54.55	22.22	15.79	40.91	66.67	26.32	4.55	11.11	19	22	18
4	38.89	72.22	43.75	38.89	16.67	56.25	22.22	11.11	0.00	18	18	16
5	14.29	18.75	13.33	78.57	75.00	53.33	7.14	6.25	33.33	14	16	15
All Grades	33.04	36.00	28.24	47.83	55.00	60.00	19.13	9.00	11.76	115	100	85

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
K	36.84	*	26.32	31.58	*	63.16	31.58	*	10.53	19	*	19
1	0.00	0.00	*	56.52	100.00	*	43.48	0.00	*	23	12	*
2	9.52	13.04	*	57.14	69.57	*	33.33	17.39	*	21	23	*
3	10.53	27.27	27.78	47.37	54.55	61.11	42.11	18.18	11.11	19	22	18
4	5.56	27.78	75.00	50.00	61.11	18.75	44.44	11.11	6.25	18	18	16
5	42.86	50.00	53.33	42.86	43.75	20.00	14.29	6.25	26.67	14	16	15
All Grades	15.79	22.00	41.18	48.25	64.00	44.71	35.96	14.00	14.12	114	100	85

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
K	21.05	*	26.32	52.63	*	73.68	26.32	*	0.00	19	*	19
1	4.17	33.33	*	58.33	25.00	*	37.50	41.67	*	24	12	*
2	33.33	4.35	*	61.90	52.17	*	4.76	43.48	*	21	23	*
3	21.05	22.73	0.00	36.84	50.00	55.56	42.11	27.27	44.44	19	22	18
4	0.00	16.67	18.75	50.00	72.22	56.25	50.00	11.11	25.00	18	18	16
5	0.00	12.50	20.00	64.29	68.75	40.00	35.71	18.75	40.00	14	16	15
All Grades	13.91	16.00	15.29	53.91	57.00	60.00	32.17	27.00	24.71	115	100	85

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
K	47.37	*	68.42	31.58	*	26.32	21.05	*	5.26	19	*	19
1	20.83	8.33	*	50.00	91.67	*	29.17	0.00	*	24	12	*
2	14.29	34.78	*	61.90	47.83	*	23.81	17.39	*	21	23	*
3	15.79	18.18	16.67	31.58	68.18	77.78	52.63	13.64	5.56	19	22	18
4	0.00	16.67	31.25	61.11	55.56	62.50	38.89	27.78	6.25	18	18	16
5	7.14	12.50	20.00	71.43	68.75	60.00	21.43	18.75	20.00	14	16	15
All Grades	18.26	20.00	32.94	50.43	64.00	55.29	31.30	16.00	11.76	115	100	85

Conclusions based on this data:

1. EL students performed the highest in the areas of Listening and Speaking.
2. Scores overall have fluctuated in the last three years and across grade levels.

School and Student Performance Data

California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
270	59.3	33.7	Students whose well being is the responsibility of a court.
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.	

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	91	33.7
Foster Youth		
Homeless		
Socioeconomically Disadvantaged	160	59.3
Students with Disabilities	51	18.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	13	4.8
American Indian	3	1.1
Asian	50	18.5
Filipino	45	16.7
Hispanic	111	41.1
Two or More Races	13	4.8
Pacific Islander	2	0.7
White	32	11.9

Conclusions based on this data:

1. Our largest student group by Race/Ethnicity is Hispanic.
2. Over half of our school population meet the criteria to be considered socioeconomically disadvantaged.

School and Student Performance Data

Overall Performance






The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	Chronic Absenteeism  Red	Suspension Rate  Orange
Mathematics  Orange		
English Learner Progress  Blue		

Conclusions based on this data:

1. English Language Progress is at the highest, blue level.
2. 3 of the 5 Overall Performance factors are in the orange level (level 2 of 5).
3. 1 of the 5 Overall Performance factors is in the red level (level 1 of 5).

School and Student Performance Data

Academic Performance English Language Arts

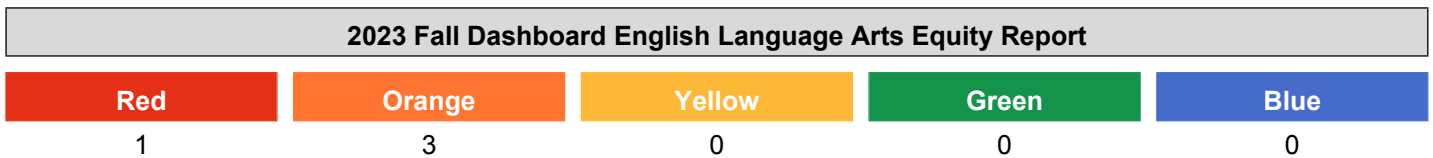
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This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Orange 24.3 points below standard Decreased -8 points 152 Students	English Learners  Orange 31.3 points below standard Decreased -14.3 points 72 Students	Foster Youth  No Performance Color 0 Students
Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  Orange 51.1 points below standard Maintained +0.4 points 95 Students	Students with Disabilities  Red 88.4 points below standard Decreased -14 points 31 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 10 Students	Less than 11 Students 2 Students	22.2 points above standard Increased Significantly +19.5 points 28 Students	0.8 points above standard Decreased -5.6 points 24 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 46.6 points below standard Decreased Significantly - 20.8 points 63 Students	Less than 11 Students 7 Students	 No Performance Color 0 Students	21.8 points below standard Increased +11.4 points 18 Students

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.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
94.1 points below standard Decreased Significantly -31.4 points 40 Students	47.2 points above standard Maintained -2.7 points 32 Students	22.6 points below standard Decreased -4.9 points 71 Students

Conclusions based on this data:

- Socioeconomically Disadvantaged and Students with Disabilities are more than 50 points below standard.
- Hispanic students is the group with the highest number of students below standard in English Language Arts.

School and Student Performance Data

Academic Performance Mathematics

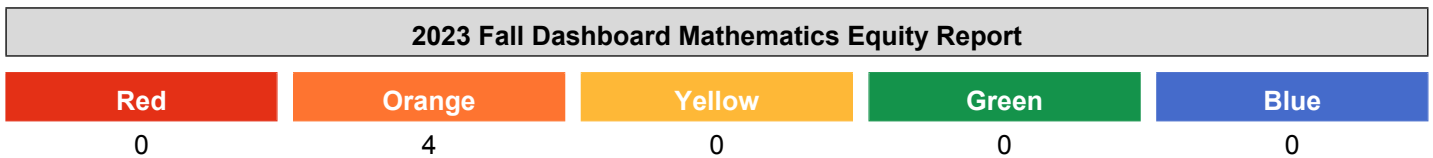
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the 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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>36.6 points below standard</p> <p>Decreased -12.2 points</p> <p>151 Students</p>	<p>English Learners</p> <p>Orange</p> <p>49.1 points below standard</p> <p>Decreased Significantly -18.9 points</p> <p>72 Students</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>57.2 points below standard</p> <p>Maintained +1 points</p> <p>95 Students</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>94.3 points below standard</p> <p>Decreased -5.4 points</p> <p>31 Students</p>

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 10 Students	Less than 11 Students 2 Students	2.6 points above standard Increased +3.2 points 28 Students	3.8 points below standard Maintained +0.9 points 24 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 49.7 points below standard Decreased -7.8 points 63 Students	Less than 11 Students 7 Students	 No Performance Color 0 Students	82.6 points below standard Decreased Significantly - 74.5 points 18 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
88.7 points below standard Decreased Significantly -21.2 points 40 Students	0.4 points above standard Decreased Significantly -24.2 points 32 Students	27.6 points below standard Decreased -5.8 points 70 Students

Conclusions based on this data:

1. Socioeconomically Disadvantaged and Students with Disabilities are more than 50 points below standard.
2. White students is the group with the highest number of students below standard in Math.
3. Most indicators show how students decreased points in student achievement.

School and Student Performance Data

Academic Performance English Learner Progress

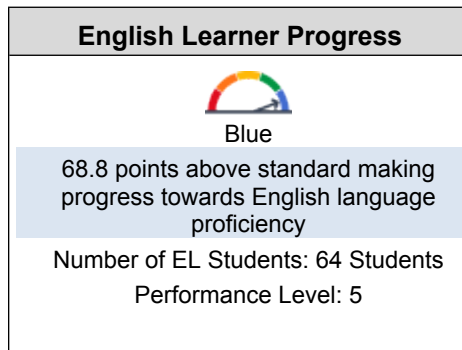
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 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.

2023 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
5	13	0	43

Conclusions based on this data:

1. English Learner Progress received the highest level of recognition (blue level)
2. Most students progressed at least one ELPI Level

School and Student Performance Data

Academic Performance College/Career Report

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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low Lowest Performance	Low	Medium	High	Very High Highest Performance
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This section provides number of student groups in each level.

2023 Fall Dashboard College/Career Equity Report

Very High	High	Medium	Low	Very Low
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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.

2023 Fall Dashboard College/Career Report for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2023 Fall Dashboard College/Career Report by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

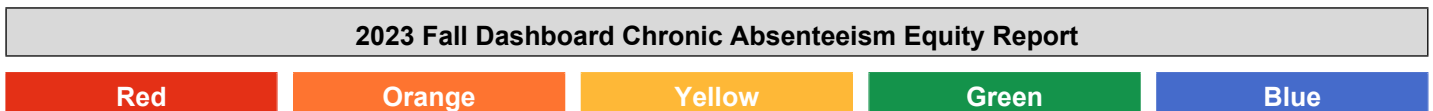
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students Red 28.3% Chronically Absent Increased Significantly 3.8 290 Students	English Learners Red 26.7% Chronically Absent Increased 5.5 101 Students	Foster Youth No Performance Color 0 Students
Homeless No Performance Color 0 Students	Socioeconomically Disadvantaged Red 33.7% Chronically Absent Increased 0.6 178 Students	Students with Disabilities Red 31.1% Chronically Absent Increased 0.5 61 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>42.9% Chronically Absent</p> <p>Increased 20.6</p> <p>14 Students</p>	<p>Less than 11 Students</p> <p>3 Students</p>	<p> Red</p> <p>22.2% Chronically Absent</p> <p>Increased 0.9</p> <p>54 Students</p>	<p> Orange</p> <p>15.6% Chronically Absent</p> <p>Maintained -0.4</p> <p>45 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p> Red</p> <p>34.2% Chronically Absent</p> <p>Maintained 0.1</p> <p>114 Students</p>	<p>41.2% Chronically Absent</p> <p>Increased 29.4</p> <p>17 Students</p>	<p>Less than 11 Students</p> <p>2 Students</p>	<p> Red</p> <p>24.4% Chronically Absent</p> <p>Increased 5.5</p> <p>41 Students</p>

Conclusions based on this data:

1. Most student groups hover around the same level of Chronic Absenteeism (26.7% - 33.7%)
2. African American student group has the highest Chronic Absenteeism number among all Race/Ethnic Subgroup.

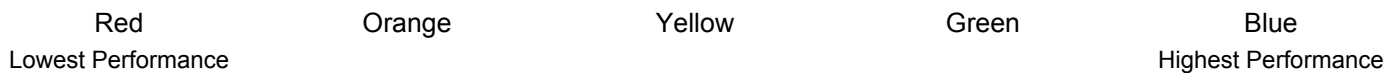
School and Student Performance Data

Academic Engagement Graduation Rate

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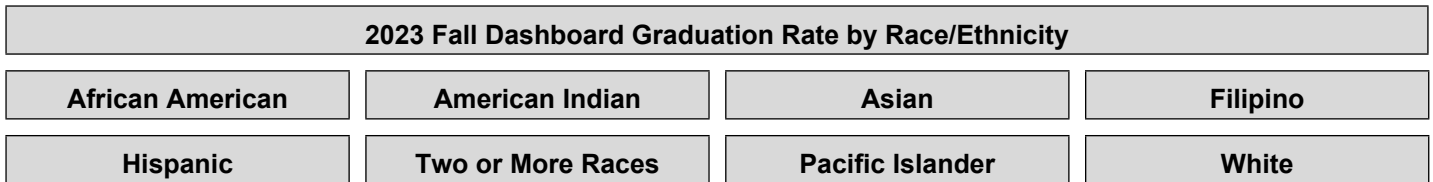
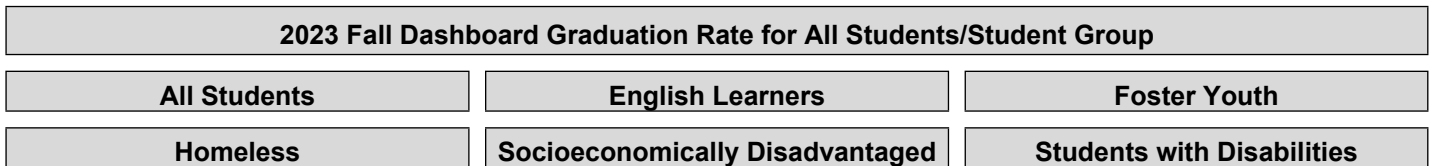
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This section provides number of student groups in each level.



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



Conclusions based on this data:

- 1.

School and Student Performance Data

Conditions & Climate Suspension Rate

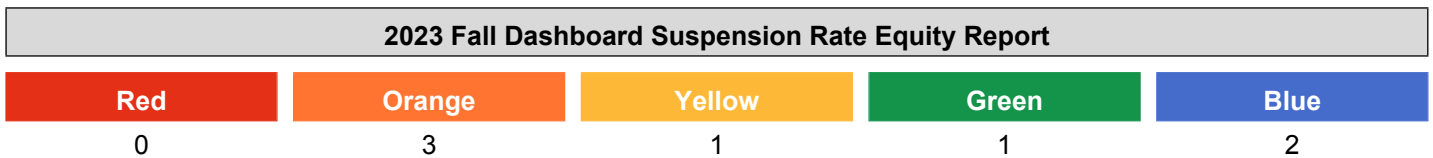
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>1.4% suspended at least one day</p> <p>Increased 0.7 293 Students</p>	<p>English Learners</p> <p>Yellow</p> <p>1% suspended at least one day</p> <p>Increased 1 104 Students</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>1.7% suspended at least one day</p> <p>Increased 1 180 Students</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>1.6% suspended at least one day</p> <p>Increased 1.6 62 Students</p>

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>7.1% suspended at least one day</p> <p>Increased 7.1 14 Students</p>	<p>Less than 11 Students 3 Students</p>	<p align="center"> Orange</p> <p>3.6% suspended at least one day</p> <p>Increased 3.6 55 Students</p>	<p align="center"> Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0 45 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"> Green</p> <p>0.9% suspended at least one day</p> <p>Declined -0.7 116 Students</p>	<p>0% suspended at least one day</p> <p>Maintained 0 17 Students</p>	<p>Less than 11 Students 2 Students</p>	<p align="center"> Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0 41 Students</p>

Conclusions based on this data:

1. African American student group has the highest percent of students suspended at least once.
2. Hughes has a low suspension rate.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Academics

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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and accelerate achievement of historically underserved student groups to narrow opportunity gaps.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Comparative data from the 21-22 to the 22-23 California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Assessment Consortium (SBAC) assessments shows that we have dropped in the number of 3rd - 5th grade students meeting or exceeding state standards in English Language Arts: 45.12% to 39.73%. In Math, 3rd - 5th grade students meeting or exceeding state standards also dropped in the same years, from 42.33% to 37.09%.

Comparative data from the 22-23 to the 23-24 iReady Diagnostic #3 shows that we increased in the number of Kindergarten - 5th grade students at Mid or Above grade level in Reading: 35% to 38%. In Math, Kindergarten - 5th grade students at Mid or Above grade level also increased in the same years, from 23% to 32%.

Our work is for all students to meet or exceed the state standards in both English Language Arts and Math.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP SBAC English Language Arts Data	3rd - 5th grade students meeting or exceeding state standards in English Language Arts is 39.73%	We expect all students to increase their performance level and meet or exceed standard by the end of the school year
iReady Diagnostic #3 in Reading	K - 5th grade students at mid or above grade level in Reading is 38%	We expect all students to increase their performance level and be at mid or above grade level by the last diagnostic
CAASPP SBAC Math Data	3rd - 5th grade students meeting or exceeding state standards in Math is 37.09%	We expect all students to increase their performance level and meet or exceed standard by the end of the school year
iReady Diagnostic #3 in Math	K - 5th grade students at mid or above grade level in Reading is 32%	We expect all students to increase their performance level and be at mid or above grade level by the last diagnostic

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	All teachers will use district adopted curriculum following year-long planning maps and adjust their instruction based on student needs. Lesson plans from school staff will align with the Common Core State Standards and will be differentiated for students and/or groups of students.	All students will be served.	0
1.2	Teachers use leveled reading and phonics 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.	All students will be served.	250 Title I 4000-4999: Books And Supplies
1.3	Teachers and staff will continue to receive training during collaboration professional development afternoons addressing literacy, technology, PBIS, PLCs, and site academic and extracurricular goals. Teachers and staff will attend District Professional Development workshops to continue to deepen their instructional practices.	All students will be served.	0
1.4	Provide staff development opportunities for teachers and school staff members to attend school and district meetings and conferences to increase instructional practices in all subject areas to meet the needs of all children. Opportunities include, but are not limited to PLCs, PBIS, SWIS, workshops, leadership teams, ELs, and culturally responsive teaching.	All students will be served.	5000 Title I 5000-5999: Services And Other Operating Expenditures
1.5	Teachers will administer and analyze local and state level assessment data (including, but not limited to reading level assessments/F&P, iReady, Origo, CAASPP, ELPAC) to identify trends in student progress, drive instruction, determine subsequent learning experiences for students, and to differentiate instruction for all students. Release days will be provided to support teachers in administering reading level assessments.	All students will be served.	3181 Targeted Allocation 1000-1999: Certificated Personnel Salaries
1.6	Teachers, staff, and principal will collaborate to analyze assessment data and use this data to drive instruction. Teachers will engage in PLCs during staff professional development and meetings to structure their grade level team and cross grade level team meetings around data for teaching and learning (including, but not limited to Mathematical Practices, writing, literacy, differentiating instruction, problem solving). Teachers will participate in Literacy Focus Meetings with Literacy Intervention Teachers and principal to	All students will be served.	0

	analyze data and determine and evaluate interventions for students for the year. These meetings will take place throughout the school year.			
1.7	All students and staff will have access to 21st century devices, technology, materials, resources, and learning spaces to support teaching and learning in all subject areas. The school will explore and implement dynamic, interactive, and innovative learning spaces. Staff member(s) will provide support for the organization, structure, and deployment of Educational Technology, Robotics, Maker Carts, arts curriculum, and online resources.	All students will be served.	0	
1.8	Teachers and staff will use hard copy material and online resources, programs (including, but not limited to Raz-Kids, FOSSWeb, Scholastic News, Paper.co) in all subject areas academic based subscriptions, and other educational resources.	All students will be served	2200	Title I 4000-4999: Books And Supplies
1.9	All students and staff will engage in STEAM (science, technology, engineering, art, math) programming, instruction, and learning around integration of literacy, all core subject areas, art, educational technology and resources (including, but not limited to San Jose Museum of Arts program).	All students will be served	0	
1.10	Teachers and students will access the Hughes library regularly and have access to new library materials and resources.	All students will be served	2000	Title I 4000-4999: Books And Supplies
1.11	We will support student learning by showing students how to be better organized through the use of student planners.	All students will be served	300	Title I 4000-4999: Books And Supplies
1.12	Special education access to materials, curriculum and testing materials for our moderate/severe SAI classrooms.	All students will be served	5000	Title I 4000-4999: Books And Supplies
1.13	Literacy Intervention Teachers (LIT) will work with students to improve reading skills and collaborate with teachers to enhance and strengthen literacy based practices in order to raise student literacy achievement levels and make proficient readers.	All students will be served	69538	Title I 1000-1999: Certificated Personnel Salaries
1.14	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.	K - 2nd grade students	0	
1.15	Math Intervention Teacher (MIT) will work with students to improve math skills and collaborate with teachers to enhance and strengthen best practices in order to raise student math achievement levels and make proficient mathematicians.	All students will be served	33300	Title I 1000-1999: Certificated Personnel Salaries
1.16	School staff will facilitate intervention programs, extended and enrichment learning opportunities in	All students will be served	0	

	all subject areas, including but not limited to after school and summer learning		
1.17	Kindergarten and first grade (and other grades if needed) instructional assistant allows teacher to engage in small group instruction with target students while aide works with groups of students.	All students will be served	29937 Title I 2000-2999: Classified Personnel Salaries
1.18	All EL students will receive designated English Language instruction for 30 minutes each day using district curriculum. Students will be grouped by language level for appropriate support. 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.	English Language Learners will be served.	0
1.19	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).	English Language Learners will be served.	46279 Targeted Allocation 2000-2999: Classified Personnel Salaries
1.20	Students will attend field trips which will allow them to make connections and observe real-world applications of material they are learning in class, expand and deepen their understanding of a subject matter, explore new environments and stimulate their curiosity.	All students will be served	0
1.21	Hughes will provide opportunities for students and our community to engage in educational, enriching and extracurricular assemblies, events, and experiences.	All students will be served	0

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

These strategies/activities are designed to comprehensively address student needs and foster academic growth in alignment with state standards. By utilizing district-adopted curriculum and differentiated instruction, providing ongoing professional development, analyzing assessment data, and ensuring access to diverse resources and enrichment opportunities, students are supported in reaching grade-level proficiency. Collaboration among teachers, staff, and intervention specialists, along with targeted support for English Learners and students with special needs, further enhances the effectiveness of these initiatives. Additionally, field trips and community engagement activities enrich students' learning experiences, promoting deeper understanding and curiosity. Overall, these strategies promote a holistic approach to education, aiming to meet the diverse needs of all students and facilitate their academic success.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The major differences are: Curriculum Alignment, Delivery and Differentiation, Literacy and Math Instruction, Professional Development and PLC work, Data-Driven Instruction and Collaboration, Technology Integration and

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

The major changes were the addition of "Math Intervention Teacher (MIT) will work with students to improve math skills and collaborate with teachers to enhance and strengthen best practices in order to raise student math achievement levels and make proficient mathematicians" and "Students will attend field trips which will allow them to make connections and observe real-world applications of material they are learning in class, expand and deepend their understanding of a subject matter, explore new environments and stimulate their curiosity."

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

School Climate

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.).

Students' social and emotional well-being will be supported with counseling services and wellness program, in addition to state mandated student presentations: Child Abuse Prevention and Puberty Talk by Health Connected.

Positive reinforcement is applied with teaching students how to communicate with one another and a chance to discuss any issues with a Wellness Coordinator. 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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will equitably receive the social emotional and behavioral support they need to graduate as resilient, future ready, lifelong learners who think critically, solve problems collaboratively and are prepared to thrive in a global society.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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. For instance, historical data around referrals made to the Wellness Center include 47 referrals made in the 2018-2019 school year, 32 referrals made in 2019-2020, 44 referrals made in 2021-2022, and 65 referrals made in 2022-2023.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Collect and monitor student attendance at school.	During this 2023-2024 school year, 45 out of 302 students enrolled missed 10% of more days of school.	We expect a decrease in number of students who are chronically absent next school year.
Number of students receiving counseling services	During the 2023-2024 school year, 69 referrals were made to the Wellness Center.	Continue to provide support for students and families for counseling services. We anticipate the number of referrals to continue to increase.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Students will have the opportunity to see a staff member from our Wellness Center, either individually or in groups, to address the needs of the whole child. Hughes staff members will support families with connections to resources, including the SCUSD Family Resource Center.	All students will be served.	8,800 Title I 5800: Professional/Consulting Services And Operating Expenditures
1.2	Hughes staff will provide student support and resources in classrooms and around the campus for social emotional learning (SEL) opportunities.	All students will be served.	0
1.3	Hughes will provide the annual fee for the School-Wide Information System (SWIS), the behavior management system for Positive Behavior Interventions and Supports (PBIS).	All students will be served.	600 Title I 5000-5999: Services And Other Operating Expenditures
1.4	Prizes, awards, incentives, and materials for social-emotional growth, academic achievement, positive behavior growth for students will be purchased and provided.	All students will be served.	500 Title I 4000-4999: Books And Supplies
1.5	Hughes staff and partnerships with parent volunteers and outside organizations will create structures for after school, recess and lunch time facilitated gameplay and/or indoor activities to support students' social emotional learning, sportsmanship, positive behaviors, and conflict resolution.	All students will be served.	30095 Title I 5800: Professional/Consulting Services And Operating Expenditures
1.6	Students will learn and participate in a peer to peer conflict resolution program to help reinforce behavioral expectations, reduce aggression, build cooperation, and promote a healthy climate and culture.	All students will be served.	1000 Title I 5800: Professional/Consulting Services And Operating Expenditures
1.7	School noon duty staff will monitor activities and support students on school grounds to ensure a positive and safe learning environment.	All students will be served.	30986 Targeted Allocation 2000-2999: Classified Personnel Salaries
1.8	School staff will create a collection of materials for recess and lunch time activities.	All students will be served.	250 Title I 4000-4999: Books And Supplies
1.9	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.	All students will be served.	0
1.10	Fifth grade students will have the opportunity to participate in the School Safety Patrol. Students and staff members will be provided safety patrol	All students will be served.	0

	materials and training to support the safety patrol program.		
1.11	Second grade students will participate in an annual Child Abuse Prevention presentation	All students will be served.	0
1.12	Fifth grade students will participate in Puberty Talk, Health Connected programming	All students will be served.	0

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

These strategies/activities focus on supporting the holistic development of students and creating a positive, safe, and nurturing school environment conducive to academic success. By providing individual and group support through the Wellness Center, connecting families with resources, and integrating social-emotional learning (SEL) opportunities throughout the campus, Hughes aims to address the diverse needs of students. Additionally, the implementation of programs like the School-Wide Information System (SWIS) for behavior management, peer-to-peer conflict resolution initiatives, and safety patrol programs contribute to fostering a culture of responsibility, respect, and safety. By actively involving staff, parents, volunteers, and community partners, Hughes ensures a comprehensive approach to student well-being and academic achievement, ultimately supporting students in meeting state standards and reaching their full potential.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The major differences are: Wellness Support, Behavior Management and Positive Reinforcement, Structured Activities and Conflict Resolution, Safety Measures, and Educational Presentations and Programs

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

The major changes were the addition of "2nd grade students will participate in an annual Child Abuse Prevention presentation" and "5th grade students will participate in Puberty Talk, Health Connected programming"

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Parent Engagement

Enhancing parent involvement to create a thriving educational community where students flourish academically, socially, and emotionally through strong collaboration between home and school.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

SCUSD will partner with students and families, and with labor, business and community members to create and expand opportunities for students to graduate as resilient, future ready, lifelong learners who think critically solve problems collaboratively and are prepared to thrive in a global society.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Information collected and shared indicates that the Hughes parent population would like more of the following supports: evening events and parent involvement opportunities, an understanding of our school systems and routines, and resources that support student well being and quality of life.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism	In 22-23 the California School Dashboard showed that Hughes Elementary School was in the red category, level 1 out of 5	We expect a decrease in number of students who are chronically absent year after year.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	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.	All students will be served.	1750 Title I Part A: Parent Involvement 5000-5999: Services And Other Operating Expenditures
1.2	The school will provide opportunities, with the help from our parent community, to develop fun and interactive events for families to attend.	All students will be served.	0

1.3	Purchase materials (including, but not limited to (materials, supplies, food, translation services, and light refreshments) for parent involvement events and meetings (including, not limited to English Learner Advisory Committee (ELAC) meetings).	All students will be served.	250 Title I Part A: Parent Involvement 4000-4999: Books And Supplies
1.4	Provide translation services for parents. Provide translated documents using TransACT materials and software applications. Translation services through Language Lines and the district in writing and voice will be available.	All students will be served.	500 Title I 2000-2999: Classified Personnel Salaries
1.5	Provide classes and workshops for all parents who want to learn English on our campus through a partnership with the Family Resource Center (including, but not limited to ESL classes). Provide childcare during classes and other school events.	All students will be served.	250 Title I Part A: Parent Involvement 2000-2999: Classified Personnel Salaries

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

New Goal

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

New Goal

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

New Goal

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$271,966.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: 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	\$189,270.00
Title I Part A: Parent Involvement	\$2,250.00
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

Subtotal of additional federal funds included for this school: \$191,520.00

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 (\$)
	\$0.00
Targeted Allocation	\$80,446.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: \$80,446.00

Total of federal, state, and/or local funds for this school: \$271,966.00

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	102614	-86,656.00
Targeted Allocation	121100	40,654.00
Title I Part A: Parent Involvement	780	-1,470.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
Targeted Allocation	80,446.00
Title I	189,270.00
Title I Part A: Parent Involvement	2,250.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	106,019.00
2000-2999: Classified Personnel Salaries	107,952.00
4000-4999: Books And Supplies	10,750.00
5000-5999: Services And Other Operating Expenditures	7,350.00
5800: Professional/Consulting Services And Operating Expenditures	39,895.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00

1000-1999: Certificated Personnel Salaries	Targeted Allocation	3,181.00
2000-2999: Classified Personnel Salaries	Targeted Allocation	77,265.00
1000-1999: Certificated Personnel Salaries	Title I	102,838.00
2000-2999: Classified Personnel Salaries	Title I	30,437.00
4000-4999: Books And Supplies	Title I	10,500.00
5000-5999: Services And Other Operating Expenditures	Title I	5,600.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	39,895.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	250.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	250.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	1,750.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	196,985.00
Goal 2	72,231.00
Goal 3	2,750.00

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
Louis Barocio	Principal
Jennifer Erickson	Classroom Teacher
Christina Valdez	Other School Staff
Vicky Miselis	Parent or Community Member
Kehri Earl	Parent or Community Member
Rabin Aryal	Parent or Community Member

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 4/22/24.

Attested:



Principal, Louis Barocio on 4/22/24



SSC Chairperson, Vicky Miselis on 4/22/24