



# 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                  | January 30, 2025                       | June 12, 2025             |

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 Elementary Schools 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.

Moreover, the School Plan for Student Achievement (SPSA) is intentionally aligned with the goals and priorities outlined in the Santa Clara Unified School District's Local Control and Accountability Plan (LCAP), as well as federal and state requirements under the Every Student Succeeds Act (ESSA). Our plan reflects a cohesive, data-informed strategy to address site-specific needs while promoting equitable access to high-quality instruction, targeted supports, and whole-child development.

Through a cycle of continuous improvement, Hughes leverages local and state academic and engagement data, including CAASPP, i-Ready diagnostics, PBIS SWIS data, chronic absenteeism, and stakeholder input, to guide the development of goals, metrics, and actions that promote measurable student growth and close achievement and opportunity gaps. The SPSA integrates actions supported by school funds and other categorical resources to ensure alignment with LCAP goals related to academic achievement, student wellness, parent engagement, and social-emotional learning. It prioritizes evidence-based practices, culturally and linguistically responsive instruction, and inclusive school climate initiatives to support all learners, particularly those in historically underserved student groups such as English Learners, students with disabilities, and socioeconomically disadvantaged students.

## 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 monthly. Moreover, our English Learner Advisory Committee (ELAC) was voted into our SSC this school year and EL related topics are discussed at SSC. 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 if any arise. We took the time September - December 2024 to reviewed compliance and logistical notes, ran elections, looked at data, adjusted current SPSA based on needs, and in January 2025 had final educational partner meetings with SLT, SSC, teachers and staff to prioritize, inform, and vote on the the 25-26 SPSA.

Tuesday, October 3, 2024 - Introduction and Title 1

Thursday, November 7, 2024 - Safety Plan

Tuesday, December 3, 2024 - Fall Title 1 Mid-Year Adjustment

Thursday, January 16, 2025 - Budget Allocation Overview

Tuesday, January 30, 2025 - SPSA 25-26

Tuesday, February 27, 2025 - Update current SPSA 24-25 and Fill Vacancy

## 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.

No Red performance category in any of the state indicators. The data indicates that Academic - Math and English Learner Progress are the two key areas requiring attention. Both of these indicators are currently designated as 'Orange' overall in the Dashboard.

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.

The only student group that was two performance levels from the All Student group (green) was Students with Disabilities (orange) in the category of Suspension Rate.

## 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, PBIS SWIS data, F&P reading assessment data, student belonging and connectedness school surveys

# 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 |       |       |
|                                | 21-22                 | 22-23  | 23-24  | 21-22              | 22-23 | 23-24 |
| American Indian                | 1.37%                 | 1.11%  | 1.02%  | 4                  | 3     | 3     |
| African American               | 5.48%                 | 4.81%  | 3.75%  | 16                 | 13    | 11    |
| Asian                          | 19.18%                | 18.52% | 18.09% | 56                 | 50    | 53    |
| Filipino                       | 16.44%                | 16.67% | 16.38% | 48                 | 45    | 48    |
| Hispanic/Latino                | 40.07%                | 41.11% | 41.64% | 117                | 111   | 122   |
| Pacific Islander               | 0.68%                 | 0.74%  | 0.68%  | 2                  | 2     | 2     |
| White                          | 11.30%                | 11.85% | 12.29% | 33                 | 32    | 36    |
| Multiple/No Response           | 5.14%                 | 4.81%  | 5.80%  | 15                 | 13    | 17    |
| Total Enrollment               |                       |        |        | 292                | 270   | 293   |

### Enrollment By Grade Level

| Student Enrollment by Grade Level |                    |       |       |
|-----------------------------------|--------------------|-------|-------|
| Grade                             | Number of Students |       |       |
|                                   | 21-22              | 22-23 | 23-24 |
| Kindergarten                      | 34                 | 40    | 51    |
| Grade 1                           | 40                 | 31    | 47    |
| Grade 2                           | 54                 | 38    | 40    |
| Grade3                            | 56                 | 49    | 37    |
| Grade 4                           | 59                 | 56    | 47    |
| Grade 5                           | 49                 | 56    | 51    |
| Total Enrollment                  | 292                | 270   | 293   |

#### Conclusions based on this data:

1. Our student enrollment has fluctuates due to a variety of factors - i.e. opening of a new TK-5th elementary school and subsequent redrawing of attendance boundaries - as shone by the three year trend of a baseline of 292, a drop to 270 the year after, and an increase to 293.
2. Our declining student enrollment has a direct impact on the number of classroom teachers on the staff, dropping from 12 general education FTE to 11.

# 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 |       |       |
|                                               | 21-22              | 22-23 | 23-24 | 21-22               | 22-23 | 23-24 |
| English Learners                              | 102                | 91    | 88    | 28.90%              | 34.9% | 30.0% |
| Fluent English Proficient (FEP)               | 28                 | 41    | 48    | 10.80%              | 9.6%  | 16.4% |
| Reclassified Fluent English Proficient (RFEP) | 16                 | 26    | 31    | 2.8%                | 5.5%  | 10.6% |

### Conclusions based on this data:

1. Our EL population has decreased over the past three years, from a baseline of 102, to a decrease to 91, and another decrease to 88.
2. Our IFEP numbers of students / percent of students did see a drop two years ago, but has increased to a three year high of 16.4%.
3. Our RFEP numbers of students / percent of students did see an increase from the available data set.

# 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 Scores |       |       | % of Enrolled Students Tested |       |       |
|                                        | 21-22                  | 22-23 | 23-24 | 21-22                | 22-23 | 23-24 | 21-22                     | 22-23 | 23-24 | 21-22                         | 22-23 | 23-24 |
| Grade 3                                | 57                     | 44    | 36    | 56                   | 44    | 34    | 56                        | 44    | 34    | 98.2                          | 100.0 | 94.4  |
| Grade 4                                | 60                     | 51    | 48    | 60                   | 51    | 48    | 60                        | 51    | 48    | 100.0                         | 100.0 | 100   |
| Grade 5                                | 48                     | 56    | 51    | 48                   | 56    | 50    | 48                        | 56    | 50    | 100.0                         | 100.0 | 98    |
| All Grades                             | 165                    | 151   | 135   | 164                  | 151   | 132   | 164                       | 151   | 132   | 99.4                          | 100.0 | 97.8  |

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 Exceeded |       |       | % Standard Met |       |       | % Standard Nearly Met |       |       | % Standard Not Met |       |       |
|                                      | 21-22            | 22-23 | 23-24 | 21-22               | 22-23 | 23-24 | 21-22          | 22-23 | 23-24 | 21-22                 | 22-23 | 23-24 | 21-22              | 22-23 | 23-24 |
| Grade 3                              | 2431.            | 2421. | 2417. | 26.79               | 34.09 | 20.59 | 19.64          | 6.82  | 20.59 | 30.36                 | 29.55 | 29.41 | 23.21              | 29.55 | 29.41 |
| Grade 4                              | 2432.            | 2455. | 2454. | 15.00               | 29.41 | 33.33 | 26.67          | 15.69 | 12.50 | 18.33                 | 19.61 | 20.83 | 40.00              | 35.29 | 33.33 |
| Grade 5                              | 2484.            | 2454. | 2487. | 14.58               | 10.71 | 20.00 | 33.33          | 23.21 | 24.00 | 18.75                 | 12.50 | 24.00 | 33.33              | 53.57 | 32.00 |
| All Grades                           | N/A              | N/A   | N/A   | 18.90               | 23.84 | 25.00 | 26.22          | 15.89 | 18.94 | 22.56                 | 19.87 | 24.24 | 32.32              | 40.40 | 31.82 |

| Reading<br>Demonstrating understanding of literary and non-fictional texts |                  |       |       |                       |       |       |                  |       |       |
|----------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                                                | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|                                                                            | 21-22            | 22-23 | 23-24 | 21-22                 | 22-23 | 23-24 | 21-22            | 22-23 | 23-24 |
| Grade 3                                                                    | 23.21            | 13.64 | 20.59 | 60.71                 | 61.36 | 61.76 | 16.07            | 25.00 | 17.65 |
| Grade 4                                                                    | 13.33            | 17.65 | 22.92 | 56.67                 | 60.78 | 58.33 | 30.00            | 21.57 | 18.75 |
| Grade 5                                                                    | 10.42            | 12.50 | 16.00 | 66.67                 | 55.36 | 60.00 | 22.92            | 32.14 | 24.00 |
| All Grades                                                                 | 15.85            | 14.57 | 19.70 | 60.98                 | 58.94 | 59.85 | 23.17            | 26.49 | 20.45 |

| <b>Writing</b><br><b>Producing clear and purposeful writing</b> |                  |       |       |                       |       |       |                  |       |       |
|-----------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                                     | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|                                                                 | 21-22            | 22-23 | 23-24 | 21-22                 | 22-23 | 23-24 | 21-22            | 22-23 | 23-24 |
| Grade 3                                                         | 17.86            | 22.73 | 14.71 | 57.14                 | 47.73 | 55.88 | 25.00            | 29.55 | 29.41 |
| Grade 4                                                         | 10.00            | 13.73 | 20.83 | 61.67                 | 66.67 | 52.08 | 28.33            | 19.61 | 27.08 |
| Grade 5                                                         | 14.58            | 8.93  | 18.00 | 62.50                 | 50.00 | 54.00 | 22.92            | 41.07 | 28.00 |
| All Grades                                                      | 14.02            | 14.57 | 18.18 | 60.37                 | 54.97 | 53.79 | 25.61            | 30.46 | 28.03 |

| <b>Listening</b><br><b>Demonstrating effective communication skills</b> |                  |       |       |                       |       |       |                  |       |       |
|-------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                                             | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|                                                                         | 21-22            | 22-23 | 23-24 | 21-22                 | 22-23 | 23-24 | 21-22            | 22-23 | 23-24 |
| Grade 3                                                                 | 21.43            | 15.91 | 14.71 | 60.71                 | 75.00 | 67.65 | 17.86            | 9.09  | 17.65 |
| Grade 4                                                                 | 10.00            | 3.92  | 6.25  | 70.00                 | 82.35 | 66.67 | 20.00            | 13.73 | 27.08 |
| Grade 5                                                                 | 6.25             | 10.71 | 8.00  | 70.83                 | 64.29 | 62.00 | 22.92            | 25.00 | 30.00 |
| All Grades                                                              | 12.80            | 9.93  | 9.09  | 67.07                 | 73.51 | 65.15 | 20.12            | 16.56 | 25.76 |

| <b>Research/Inquiry</b><br><b>Investigating, analyzing, and presenting information</b> |                  |       |       |                       |       |       |                  |       |       |
|----------------------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                                                            | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|                                                                                        | 21-22            | 22-23 | 23-24 | 21-22                 | 22-23 | 23-24 | 21-22            | 22-23 | 23-24 |
| Grade 3                                                                                | 10.71            | 27.27 | 14.71 | 66.07                 | 47.73 | 67.65 | 23.21            | 25.00 | 17.65 |
| Grade 4                                                                                | 6.67             | 23.53 | 16.67 | 61.67                 | 49.02 | 62.50 | 31.67            | 27.45 | 20.83 |
| Grade 5                                                                                | 10.42            | 8.93  | 14.00 | 75.00                 | 50.00 | 68.00 | 14.58            | 41.07 | 18.00 |
| All Grades                                                                             | 9.15             | 19.21 | 15.15 | 67.07                 | 49.01 | 65.91 | 23.78            | 31.79 | 18.94 |

**Conclusions based on this data:**

1. The percentage of students in all grades not meeting standard is decreased in all grade levels in the last 2 reported years, with the biggest decrease happening in 5th grade by 21%.
2. The percentage of students in all grades meeting or exceeding standard increased in all grade levels in the last 2 reported years, with the biggest increase happening in 5th grade by 10%.
3. Overall participation on the ELA assessment for the last 3 years were above the state standard of 95% participation.

# 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 Scores |       |       | % of Enrolled Students Tested |       |       |
|                                        | 21-22                  | 22-23 | 23-24 | 21-22                | 22-23 | 23-24 | 21-22                     | 22-23 | 23-24 | 21-22                         | 22-23 | 23-24 |
| Grade 3                                | 57                     | 44    | 36    | 56                   | 44    | 35    | 56                        | 44    | 35    | 98.2                          | 100.0 | 97.2  |
| Grade 4                                | 60                     | 51    | 48    | 59                   | 51    | 48    | 59                        | 51    | 48    | 98.3                          | 100.0 | 100   |
| Grade 5                                | 48                     | 56    | 51    | 48                   | 56    | 51    | 48                        | 56    | 51    | 100.0                         | 100.0 | 100   |
| All Grades                             | 165                    | 151   | 135   | 163                  | 151   | 134   | 163                       | 151   | 134   | 98.8                          | 100.0 | 99.3  |

\* 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 Exceeded |       |       | % Standard Met |       |       | % Standard Nearly Met |       |       | % Standard Not Met |       |       |
|                                      | 21-22            | 22-23 | 23-24 | 21-22               | 22-23 | 23-24 | 21-22          | 22-23 | 23-24 | 21-22                 | 22-23 | 23-24 | 21-22              | 22-23 | 23-24 |
| Grade 3                              | 2429.            | 2419. | 2414. | 23.21               | 15.91 | 17.14 | 28.57          | 29.55 | 17.14 | 17.86                 | 25.00 | 37.14 | 30.36              | 29.55 | 28.57 |
| Grade 4                              | 2463.            | 2460. | 2446. | 15.25               | 15.69 | 12.50 | 25.42          | 27.45 | 18.75 | 33.90                 | 23.53 | 35.42 | 25.42              | 33.33 | 33.33 |
| Grade 5                              | 2471.            | 2463. | 2473. | 4.17                | 12.50 | 11.76 | 29.17          | 12.50 | 21.57 | 27.08                 | 28.57 | 23.53 | 39.58              | 46.43 | 43.14 |
| All Grades                           | N/A              | N/A   | N/A   | 14.72               | 14.57 | 13.43 | 27.61          | 22.52 | 19.40 | 26.38                 | 25.83 | 31.34 | 31.29              | 37.09 | 35.82 |

| Problem Solving & Modeling/Data Analysis<br>Using appropriate tools and strategies to solve real world and mathematical problems |                  |       |       |                       |       |       |                  |       |       |
|----------------------------------------------------------------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                                                                                                      | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|                                                                                                                                  | 21-22            | 22-23 | 23-24 | 21-22                 | 22-23 | 23-24 | 21-22            | 22-23 | 23-24 |
| Grade 3                                                                                                                          | 25.00            | 25.00 | 17.14 | 41.07                 | 52.27 | 54.29 | 33.93            | 22.73 | 28.57 |
| Grade 4                                                                                                                          | 16.95            | 13.73 | 8.33  | 54.24                 | 50.98 | 50.00 | 28.81            | 35.29 | 41.67 |
| Grade 5                                                                                                                          | 16.67            | 16.07 | 5.88  | 47.92                 | 42.86 | 50.98 | 35.42            | 41.07 | 43.14 |
| All Grades                                                                                                                       | 19.63            | 17.88 | 9.70  | 47.85                 | 48.34 | 51.49 | 32.52            | 33.77 | 38.81 |

| Communicating Reasoning<br>Demonstrating ability to support mathematical conclusions |                  |       |       |                       |       |       |                  |       |       |
|--------------------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                                                          | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|                                                                                      | 21-22            | 22-23 | 23-24 | 21-22                 | 22-23 | 23-24 | 21-22            | 22-23 | 23-24 |
| Grade 3                                                                              | 25.00            | 22.73 | 14.29 | 46.43                 | 54.55 | 74.29 | 28.57            | 22.73 | 11.43 |
| Grade 4                                                                              | 22.03            | 13.73 | 22.92 | 49.15                 | 56.86 | 43.75 | 28.81            | 29.41 | 33.33 |
| Grade 5                                                                              | 2.08             | 5.36  | 9.80  | 75.00                 | 62.50 | 58.82 | 22.92            | 32.14 | 31.37 |
| All Grades                                                                           | 17.18            | 13.25 | 15.67 | 55.83                 | 58.28 | 57.46 | 26.99            | 28.48 | 26.87 |

**Conclusions based on this data:**

1. The percentage of students in 3rd and 5th not meeting standard is decreased in all grade levels in the last 2 reported years, with the biggest decrease happening in 5th grade by 3%; 4th grade had the same %.
2. The percentage of students in 5th grades meeting or exceeding standard increased in all grade levels in the last 2 reported years, with an increase of 8%; 3rd and 4th grade decreased.
3. Overall participation on the Math assessment for the last 3 years were above the state standard of 95% participation.

# 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://elpac.org) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

## ELPAC Results

| ELPAC Summative Assessment Data<br>Number of Students and Mean Scale Scores for All Students |         |        |        |               |        |        |                  |        |        |                           |       |       |
|----------------------------------------------------------------------------------------------|---------|--------|--------|---------------|--------|--------|------------------|--------|--------|---------------------------|-------|-------|
| Grade Level                                                                                  | Overall |        |        | Oral Language |        |        | Written Language |        |        | Number of Students Tested |       |       |
|                                                                                              | 21-22   | 22-23  | 23-24  | 21-22         | 22-23  | 23-24  | 21-22            | 22-23  | 23-24  | 21-22                     | 22-23 | 23-24 |
| <b>K</b>                                                                                     | *       | 1464.8 | 1446.9 | *             | 1456.6 | 1448.6 | *                | 1484.2 | 1443.1 | 9                         | 19    | 26    |
| <b>1</b>                                                                                     | 1461.8  | *      | 1424.5 | 1453.9        | *      | 1430.4 | 1469.0           | *      | 1418.1 | 12                        | 7     | 14    |
| <b>2</b>                                                                                     | 1461.3  | *      | 1447.6 | 1458.4        | *      | 1440.3 | 1463.8           | *      | 1454.3 | 23                        | 10    | 12    |
| <b>3</b>                                                                                     | 1499.0  | 1492.8 | 1469.5 | 1492.3        | 1491.6 | 1486.5 | 1505.3           | 1493.4 | 1451.8 | 22                        | 18    | 11    |
| <b>4</b>                                                                                     | 1510.0  | 1540.8 | 1498.6 | 1503.7        | 1548.1 | 1500.1 | 1515.7           | 1533.3 | 1496.9 | 18                        | 16    | 17    |
| <b>5</b>                                                                                     | 1520.4  | 1503.4 | 1518.4 | 1517.9        | 1481.7 | 1508.0 | 1522.7           | 1524.4 | 1528.3 | 16                        | 15    | 12    |
| <b>All Grades</b>                                                                            |         |        |        |               |        |        |                  |        |        | 100                       | 85    | 92    |

| Overall Language<br>Percentage of Students at Each Performance Level for All Students |         |       |       |         |       |       |         |       |       |         |       |       |                          |       |       |
|---------------------------------------------------------------------------------------|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level                                                                           | Level 4 |       |       | Level 3 |       |       | Level 2 |       |       | Level 1 |       |       | Total Number of Students |       |       |
|                                                                                       | 21-22   | 22-23 | 23-24 | 21-22   | 22-23 | 23-24 | 21-22   | 22-23 | 23-24 | 21-22   | 22-23 | 23-24 | 21-22                    | 22-23 | 23-24 |
| <b>K</b>                                                                              | *       | 36.84 | 26.92 | *       | 26.32 | 30.77 | *       | 26.32 | 34.62 | *       | 10.53 | 7.69  | *                        | 19    | 26    |
| <b>1</b>                                                                              | 8.33    | *     | 7.14  | 41.67   | *     | 42.86 | 41.67   | *     | 28.57 | 8.33    | *     | 21.43 | 12                       | *     | 14    |
| <b>2</b>                                                                              | 8.70    | *     | 8.33  | 34.78   | *     | 41.67 | 47.83   | *     | 25.00 | 8.70    | *     | 25.00 | 23                       | *     | 12    |
| <b>3</b>                                                                              | 27.27   | 11.11 | 27.27 | 27.27   | 44.44 | 9.09  | 31.82   | 33.33 | 27.27 | 13.64   | 11.11 | 36.36 | 22                       | 18    | 11    |
| <b>4</b>                                                                              | 27.78   | 50.00 | 17.65 | 27.78   | 31.25 | 35.29 | 33.33   | 18.75 | 23.53 | 11.11   | 0.00  | 23.53 | 18                       | 16    | 17    |
| <b>5</b>                                                                              | 18.75   | 13.33 | 25.00 | 31.25   | 46.67 | 33.33 | 37.50   | 13.33 | 25.00 | 12.50   | 26.67 | 16.67 | 16                       | 15    | 12    |
| <b>All Grades</b>                                                                     | 18.00   | 23.53 | 19.57 | 31.00   | 40.00 | 32.61 | 40.00   | 22.35 | 28.26 | 11.00   | 14.12 | 19.57 | 100                      | 85    | 92    |

| <b>Oral Language</b><br><b>Percentage of Students at Each Performance Level for All Students</b> |         |       |       |         |       |       |         |       |       |         |       |       |                          |       |       |
|--------------------------------------------------------------------------------------------------|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level                                                                                      | Level 4 |       |       | Level 3 |       |       | Level 2 |       |       | Level 1 |       |       | Total Number of Students |       |       |
|                                                                                                  | 21-22   | 22-23 | 23-24 | 21-22   | 22-23 | 23-24 | 21-22   | 22-23 | 23-24 | 21-22   | 22-23 | 23-24 | 21-22                    | 22-23 | 23-24 |
| <b>K</b>                                                                                         | *       | 42.11 | 26.92 | *       | 31.58 | 34.62 | *       | 15.79 | 30.77 | *       | 10.53 | 7.69  | *                        | 19    | 26    |
| <b>1</b>                                                                                         | 0.00    | *     | 21.43 | 41.67   | *     | 35.71 | 58.33   | *     | 28.57 | 0.00    | *     | 14.29 | 12                       | *     | 14    |
| <b>2</b>                                                                                         | 21.74   | *     | 25.00 | 30.43   | *     | 25.00 | 26.09   | *     | 25.00 | 21.74   | *     | 25.00 | 23                       | *     | 12    |
| <b>3</b>                                                                                         | 40.91   | 33.33 | 36.36 | 31.82   | 44.44 | 27.27 | 4.55    | 16.67 | 9.09  | 22.73   | 5.56  | 27.27 | 22                       | 18    | 11    |
| <b>4</b>                                                                                         | 33.33   | 68.75 | 29.41 | 44.44   | 25.00 | 41.18 | 11.11   | 6.25  | 11.76 | 11.11   | 0.00  | 17.65 | 18                       | 16    | 17    |
| <b>5</b>                                                                                         | 31.25   | 20.00 | 33.33 | 43.75   | 53.33 | 50.00 | 25.00   | 0.00  | 0.00  | 0.00    | 26.67 | 16.67 | 16                       | 15    | 12    |
| <b>All Grades</b>                                                                                | 26.00   | 36.47 | 28.26 | 36.00   | 38.82 | 35.87 | 25.00   | 12.94 | 19.57 | 13.00   | 11.76 | 16.30 | 100                      | 85    | 92    |

| <b>Written Language</b><br><b>Percentage of Students at Each Performance Level for All Students</b> |         |       |       |         |       |       |         |       |       |         |       |       |                          |       |       |
|-----------------------------------------------------------------------------------------------------|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level                                                                                         | Level 4 |       |       | Level 3 |       |       | Level 2 |       |       | Level 1 |       |       | Total Number of Students |       |       |
|                                                                                                     | 21-22   | 22-23 | 23-24 | 21-22   | 22-23 | 23-24 | 21-22   | 22-23 | 23-24 | 21-22   | 22-23 | 23-24 | 21-22                    | 22-23 | 23-24 |
| <b>K</b>                                                                                            | *       | 26.32 | 30.77 | *       | 42.11 | 26.92 | *       | 26.32 | 38.46 | *       | 5.26  | 3.85  | *                        | 19    | 26    |
| <b>1</b>                                                                                            | 16.67   | *     | 0.00  | 33.33   | *     | 57.14 | 16.67   | *     | 21.43 | 33.33   | *     | 21.43 | 12                       | *     | 14    |
| <b>2</b>                                                                                            | 4.35    | *     | 0.00  | 39.13   | *     | 66.67 | 26.09   | *     | 8.33  | 30.43   | *     | 25.00 | 23                       | *     | 12    |
| <b>3</b>                                                                                            | 18.18   | 0.00  | 9.09  | 27.27   | 33.33 | 9.09  | 31.82   | 44.44 | 45.45 | 22.73   | 22.22 | 36.36 | 22                       | 18    | 11    |
| <b>4</b>                                                                                            | 11.11   | 18.75 | 5.88  | 27.78   | 50.00 | 23.53 | 38.89   | 18.75 | 35.29 | 22.22   | 12.50 | 35.29 | 18                       | 16    | 17    |
| <b>5</b>                                                                                            | 6.25    | 13.33 | 16.67 | 25.00   | 20.00 | 25.00 | 56.25   | 46.67 | 41.67 | 12.50   | 20.00 | 16.67 | 16                       | 15    | 12    |
| <b>All Grades</b>                                                                                   | 11.00   | 15.29 | 13.04 | 32.00   | 35.29 | 33.70 | 34.00   | 32.94 | 32.61 | 23.00   | 16.47 | 20.65 | 100                      | 85    | 92    |

| <b>Listening Domain</b><br><b>Percentage of Students by Domain Performance Level for All Students</b> |                |       |       |                     |       |       |           |       |       |                          |       |       |
|-------------------------------------------------------------------------------------------------------|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level                                                                                           | Well Developed |       |       | Somewhat/Moderately |       |       | Beginning |       |       | Total Number of Students |       |       |
|                                                                                                       | 21-22          | 22-23 | 23-24 | 21-22               | 22-23 | 23-24 | 21-22     | 22-23 | 23-24 | 21-22                    | 22-23 | 23-24 |
| <b>K</b>                                                                                              | *              | 36.84 | 28.00 | *                   | 57.89 | 68.00 | *         | 5.26  | 4.00  | *                        | 19    | 25    |
| <b>1</b>                                                                                              | 8.33           | *     | 35.71 | 91.67               | *     | 50.00 | 0.00      | *     | 14.29 | 12                       | *     | 14    |
| <b>2</b>                                                                                              | 26.09          | *     | 25.00 | 56.52               | *     | 58.33 | 17.39     | *     | 16.67 | 23                       | *     | 12    |
| <b>3</b>                                                                                              | 54.55          | 22.22 | 27.27 | 40.91               | 66.67 | 45.45 | 4.55      | 11.11 | 27.27 | 22                       | 18    | 11    |
| <b>4</b>                                                                                              | 72.22          | 43.75 | 29.41 | 16.67               | 56.25 | 41.18 | 11.11     | 0.00  | 29.41 | 18                       | 16    | 17    |
| <b>5</b>                                                                                              | 18.75          | 13.33 | 25.00 | 75.00               | 53.33 | 58.33 | 6.25      | 33.33 | 16.67 | 16                       | 15    | 12    |
| <b>All Grades</b>                                                                                     | 36.00          | 28.24 | 28.57 | 55.00               | 60.00 | 54.95 | 9.00      | 11.76 | 16.48 | 100                      | 85    | 91    |

| Speaking Domain<br>Percentage of Students by Domain Performance Level for All Students |                |       |       |                     |       |       |           |       |       |                          |       |       |
|----------------------------------------------------------------------------------------|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level                                                                            | Well Developed |       |       | Somewhat/Moderately |       |       | Beginning |       |       | Total Number of Students |       |       |
|                                                                                        | 21-22          | 22-23 | 23-24 | 21-22               | 22-23 | 23-24 | 21-22     | 22-23 | 23-24 | 21-22                    | 22-23 | 23-24 |
| <b>K</b>                                                                               | *              | 26.32 | 26.92 | *                   | 63.16 | 57.69 | *         | 10.53 | 15.38 | *                        | 19    | 26    |
| <b>1</b>                                                                               | 0.00           | *     | 0.00  | 100.00              | *     | 71.43 | 0.00      | *     | 28.57 | 12                       | *     | 14    |
| <b>2</b>                                                                               | 13.04          | *     | 25.00 | 69.57               | *     | 41.67 | 17.39     | *     | 33.33 | 23                       | *     | 12    |
| <b>3</b>                                                                               | 27.27          | 27.78 | 45.45 | 54.55               | 61.11 | 27.27 | 18.18     | 11.11 | 27.27 | 22                       | 18    | 11    |
| <b>4</b>                                                                               | 27.78          | 75.00 | 41.18 | 61.11               | 18.75 | 41.18 | 11.11     | 6.25  | 17.65 | 18                       | 16    | 17    |
| <b>5</b>                                                                               | 50.00          | 53.33 | 75.00 | 43.75               | 20.00 | 8.33  | 6.25      | 26.67 | 16.67 | 16                       | 15    | 12    |
| <b>All Grades</b>                                                                      | 22.00          | 41.18 | 33.70 | 64.00               | 44.71 | 44.57 | 14.00     | 14.12 | 21.74 | 100                      | 85    | 92    |

| Reading Domain<br>Percentage of Students by Domain Performance Level for All Students |                |       |       |                     |       |       |           |       |       |                          |       |       |
|---------------------------------------------------------------------------------------|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level                                                                           | Well Developed |       |       | Somewhat/Moderately |       |       | Beginning |       |       | Total Number of Students |       |       |
|                                                                                       | 21-22          | 22-23 | 23-24 | 21-22               | 22-23 | 23-24 | 21-22     | 22-23 | 23-24 | 21-22                    | 22-23 | 23-24 |
| <b>K</b>                                                                              | *              | 26.32 | 26.92 | *                   | 73.68 | 69.23 | *         | 0.00  | 3.85  | *                        | 19    | 26    |
| <b>1</b>                                                                              | 33.33          | *     | 7.14  | 25.00               | *     | 64.29 | 41.67     | *     | 28.57 | 12                       | *     | 14    |
| <b>2</b>                                                                              | 4.35           | *     | 0.00  | 52.17               | *     | 83.33 | 43.48     | *     | 16.67 | 23                       | *     | 12    |
| <b>3</b>                                                                              | 22.73          | 0.00  | 0.00  | 50.00               | 55.56 | 40.00 | 27.27     | 44.44 | 60.00 | 22                       | 18    | 10    |
| <b>4</b>                                                                              | 16.67          | 18.75 | 5.88  | 72.22               | 56.25 | 41.18 | 11.11     | 25.00 | 52.94 | 18                       | 16    | 17    |
| <b>5</b>                                                                              | 12.50          | 20.00 | 16.67 | 68.75               | 40.00 | 58.33 | 18.75     | 40.00 | 25.00 | 16                       | 15    | 12    |
| <b>All Grades</b>                                                                     | 16.00          | 15.29 | 12.09 | 57.00               | 60.00 | 60.44 | 27.00     | 24.71 | 27.47 | 100                      | 85    | 91    |

| Writing Domain<br>Percentage of Students by Domain Performance Level for All Students |                |       |       |                     |       |       |           |       |       |                          |       |       |
|---------------------------------------------------------------------------------------|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level                                                                           | Well Developed |       |       | Somewhat/Moderately |       |       | Beginning |       |       | Total Number of Students |       |       |
|                                                                                       | 21-22          | 22-23 | 23-24 | 21-22               | 22-23 | 23-24 | 21-22     | 22-23 | 23-24 | 21-22                    | 22-23 | 23-24 |
| <b>K</b>                                                                              | *              | 68.42 | 53.85 | *                   | 26.32 | 34.62 | *         | 5.26  | 11.54 | *                        | 19    | 26    |
| <b>1</b>                                                                              | 8.33           | *     | 0.00  | 91.67               | *     | 78.57 | 0.00      | *     | 21.43 | 12                       | *     | 14    |
| <b>2</b>                                                                              | 34.78          | *     | 25.00 | 47.83               | *     | 50.00 | 17.39     | *     | 25.00 | 23                       | *     | 12    |
| <b>3</b>                                                                              | 18.18          | 16.67 | 9.09  | 68.18               | 77.78 | 54.55 | 13.64     | 5.56  | 36.36 | 22                       | 18    | 11    |
| <b>4</b>                                                                              | 16.67          | 31.25 | 17.65 | 55.56               | 62.50 | 64.71 | 27.78     | 6.25  | 17.65 | 18                       | 16    | 17    |
| <b>5</b>                                                                              | 12.50          | 20.00 | 8.33  | 68.75               | 60.00 | 75.00 | 18.75     | 20.00 | 16.67 | 16                       | 15    | 12    |
| <b>All Grades</b>                                                                     | 20.00          | 32.94 | 23.91 | 64.00               | 55.29 | 56.52 | 16.00     | 11.76 | 19.57 | 100                      | 85    | 92    |

#### Conclusions based on this data:

1. Of the four domains, EL students performed the highest in the Well Developed area on Speaking at 33.7%, followed by Listening at 28.57%.
2. Of the four domains, EL students performed the highest in the Beginning area on Reading at 27.47%, followed by Speaking at 21.74%.

# School and Student Performance Data

## Student Population

The 2024 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.

| 2023-24 Student Population                                             |                                                                                                                                  |                                                                                                                                                              |                                                             |
|------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|
| Total Enrollment                                                       | Socioeconomically Disadvantaged                                                                                                  | English Learners                                                                                                                                             | Foster Youth                                                |
| 293                                                                    | 47.8%                                                                                                                            | 30%                                                                                                                                                          | 0.0%                                                        |
| 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. |

| 2023-24 Enrollment for All Students/Student Group |       |            |
|---------------------------------------------------|-------|------------|
| Student Group                                     | Total | Percentage |
| English Learners                                  | 88    | 30%        |
| Foster Youth                                      | 0     | 0.0%       |
| Homeless                                          | 1     | 0.3%       |
| Socioeconomically Disadvantaged                   | 140   | 47.8%      |
| Students with Disabilities                        | 49    | 16.7%      |

| Enrollment by Race/Ethnicity |       |            |
|------------------------------|-------|------------|
| Student Group                | Total | Percentage |
| African American             | 11    | 3.8%       |
| American Indian              | 3     | 1%         |
| Asian                        | 53    | 18.1%      |
| Filipino                     | 48    | 16.4%      |
| Hispanic                     | 122   | 41.6%      |
| Two or More Races            | 17    | 5.8%       |
| Pacific Islander             | 2     | 0.7%       |
| White                        | 36    | 12.3%      |

### Conclusions based on this data:

1. Of our 293 student population last school year, 47.5% met the Socioeconomically Disadvantaged qualification, which helps us determine the scope and educational priorities

2. Of our 293 student population last school year, 30% met the English Learner qualification, which helps us determine the scope and educational priorities

# School and Student Performance Data

## Overall Performance

The 2024 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.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



### 2024 Fall Dashboard Overall Performance for All Students

| Academic Performance                                                                                                      | Academic Engagement                                                                                                 | Conditions & Climate                                                                                             |
|---------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|
| English Language Arts<br><br>Yellow     | Chronic Absenteeism<br><br>Yellow | Suspension Rate<br><br>Green |
| Mathematics<br><br>Orange              |                                                                                                                     |                                                                                                                  |
| English Learner Progress<br><br>Orange |                                                                                                                     |                                                                                                                  |

#### Conclusions based on this data:

- Of the reported 5 performance indicators, 2 were Orange: Mathematics and English Learner Progress, which is an improvement from last year when we had 3 in Orange.
- Of the reported 5 performance indicators, 0 were Red, which is an improvement from last year when we had 1 in Red.

3. Of the reported 5 performance indicators, 2 were in Yellow (ELA, Chronic Absenteeism) and 1 in Green (Suspension Rate).

# School and Student Performance Data

## Academic Performance English Language Arts

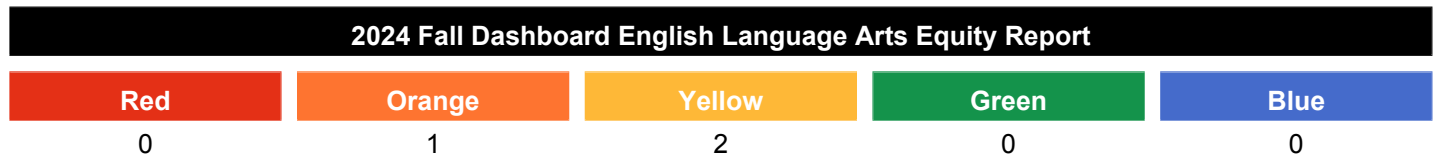
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



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.

| 2024 Fall Dashboard English Language Arts Performance for All Students/Student Group                                                                                                                                             |                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                      |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div>All Students</div> <div><br/>Yellow</div> <div>13.2 points below standard</div> <div>Increased 11.1 points</div> <div>129 Students</div> | <div>English Learners</div> <div><br/>Orange</div> <div>30.5 points below standard</div> <div>Maintained 0.8 points</div> <div>56 Students</div> | <div>Long-Term English Learners</div> <div><br/>No Performance Color</div> <div>0 Students</div>                                                                |
| <div>Foster Youth</div> <div><br/>No Performance Color</div> <div>0 Students</div>                                                            | <div>Homeless</div> <div><br/>No Performance Color</div> <div>0 Students</div>                                                                   | <div>Socioeconomically Disadvantaged</div> <div><br/>Yellow</div> <div>37.6 points below standard</div> <div>Increased 13.6 points</div> <div>72 Students</div> |

|                                                                                                                                                                                                                      |                                                                                                                                                                                                    |                                                                                                                                                                                       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Students with Disabilities</b><br><br>No Performance Color<br>78.0 points below standard<br>Increased 10.5 points<br>22 Students | <b>African American</b><br><br>No Performance Color<br>Less than 11 Students<br>7 Students                        | <b>American Indian</b><br><br>No Performance Color<br>Less than 11 Students<br>1 Student           |
| <b>Asian</b><br><br>No Performance Color<br>19.1 points above standard<br>Declined 3.1 points<br>16 Students                        | <b>Filipino</b><br><br>No Performance Color<br>26.8 points above standard<br>Increased 26.0 points<br>23 Students | <b>Hispanic</b><br><br>Yellow<br>39.1 points below standard<br>Increased 7.4 points<br>65 Students |
| <b>Two or More Races</b><br><br>No Performance Color<br>Less than 11 Students<br>6 Students                                         | <b>Pacific Islander</b><br><br>No Performance Color<br>Less than 11 Students<br>1 Student                         | <b>White</b><br><br>No Performance Color<br>Less than 11 Students<br>10 Students                   |

**Conclusions based on this data:**

1. The highest increase was in the Socioeconomically Disadvantaged performance indicator where we increased by 13.6%.
2. In the Hispanic performance indicator there was an increased of 7.4%.
3. In the Students with Disabilities performance indicator there was an increased of 10.5%.

# School and Student Performance Data

## Academic Performance Mathematics

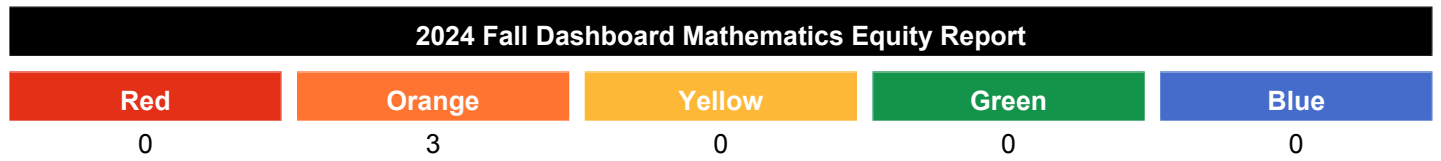
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



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.

| 2024 Fall Dashboard Mathematics Performance for All Students/Student Group                                                                                                                                                       |                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                      |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div>All Students</div> <div><br/>Orange</div> <div>38.1 points below standard</div> <div>Maintained 1.5 points</div> <div>131 Students</div> | <div>English Learners</div> <div><br/>Orange</div> <div>52.0 points below standard</div> <div>Maintained 2.9 points</div> <div>59 Students</div> | <div>Long-Term English Learners</div> <div><br/>No Performance Color</div> <div>0 Students</div>                                                                |
| <div>Foster Youth</div> <div><br/>No Performance Color</div> <div>0 Students</div>                                                            | <div>Homeless</div> <div><br/>No Performance Color</div> <div>0 Students</div>                                                                   | <div>Socioeconomically Disadvantaged</div> <div><br/>Orange</div> <div>59.1 points below standard</div> <div>Maintained 1.9 points</div> <div>73 Students</div> |

|                                                                                                                                                                                                                      |                                                                                                                                                                                                 |                                                                                                                                                                                       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Students with Disabilities</b><br><br>No Performance Color<br>70.5 points below standard<br>Increased 23.8 points<br>22 Students | <b>African American</b><br><br>No Performance Color<br>Less than 11 Students<br>7 Students                     | <b>American Indian</b><br><br>No Performance Color<br>Less than 11 Students<br>1 Student           |
| <b>Asian</b><br><br>No Performance Color<br>7.7 points above standard<br>Increased 5.1 points<br>17 Students                        | <b>Filipino</b><br><br>No Performance Color<br>8.6 points below standard<br>Declined 4.9 points<br>23 Students | <b>Hispanic</b><br><br>Orange<br>62.9 points below standard<br>Declined 13.2 points<br>65 Students |
| <b>Two or More Races</b><br><br>No Performance Color<br>Less than 11 Students<br>7 Students                                         | <b>Pacific Islander</b><br><br>No Performance Color<br>Less than 11 Students<br>1 Student                      | <b>White</b><br><br>No Performance Color<br>Less than 11 Students<br>10 Students                   |

**Conclusions based on this data:**

1. The highest increase was in the Students with Disabilities performance indicator where we increased by 23.8%.
2. In the Hispanic performance indicator there was an decline of 13.2%.
3. Of the 4 reportable performance indicators, 3 received Maintained status and 1 received Declined status.

# School and Student Performance Data

## Academic Performance English Learner Progress

The 2024 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.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

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

| 2024 Fall Dashboard English Learner Progress Indicator                                      |                                                                                                             |
|---------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
| English Learner Progress                                                                    | Long-Term English Learner Progress                                                                          |
| <br>Orange | <br>No Performance Color |
| 47.3% making progress.                                                                      | making progress.                                                                                            |
| Number Students: 55 Students                                                                | Number Students: 0 Students                                                                                 |

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.

| 2024 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%                                                            | 34.5%                                      | 0%                      | 47.3%                              |

Conclusions based on this data:

- English Learner Progress received an Orange level indicator, which is a decrease in status from the year before.
- 47.3% of English Learner students progressed at least one ELPI Level.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

The 2024 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.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



This section provides number of student groups in each level.

### 2024 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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.

### 2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

#### All Students



Yellow

19.4% Chronically Absent

Declined 8.9

315 Students

#### English Learners



Orange

23.8% Chronically Absent

Declined 2.9

105 Students

#### Long-Term English Learners



No Performance Color

0 Students

#### Foster Youth



No Performance Color

Fewer than 11 students - data not displayed for privacy

2 Students

#### Homeless



No Performance Color

Fewer than 11 students - data not displayed for privacy

1 Student

#### Socioeconomically Disadvantaged



Yellow

25.8% Chronically Absent

Declined 7.9

155 Students

|                                                                                                                                                                                                   |                                                                                                                                                                                                               |                                                                                                                                                                                                                |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Students with Disabilities</b><br><br>Yellow<br>18% Chronically Absent<br>Declined 13.1<br>61 Students        | <b>African American</b><br><br>No Performance Color<br>9.1% Chronically Absent<br>Declined 33.8<br>11 Students               | <b>American Indian</b><br><br>No Performance Color<br>Fewer than 11 students - data not displayed for privacy<br>3 Students |
| <b>Asian</b><br><br>Green<br>8.3% Chronically Absent<br>Declined 13.9<br>60 Students                             | <b>Filipino</b><br><br>Yellow<br>12% Chronically Absent<br>Declined 3.6<br>50 Students                                       | <b>Hispanic</b><br><br>Orange<br>26.7% Chronically Absent<br>Declined 7.5<br>131 Students                                   |
| <b>Two or More Races</b><br><br>No Performance Color<br>26.3% Chronically Absent<br>Declined 14.9<br>19 Students | <b>Pacific Islander</b><br><br>No Performance Color<br>Fewer than 11 students - data not displayed for privacy<br>2 Students | <b>White</b><br><br>Orange<br>20.5% Chronically Absent<br>Declined 3.9<br>39 Students                                       |

**Conclusions based on this data:**

1. Of the reportable performance indicators, there was a decrease in the range of student groups levels of Chronic Absenteeism, from 26.7% - 33.7% last year to 12% - 26.7%
2. Hispanic student group has the highest Chronic Absenteeism number among all Race/Ethnic Subgroup, coming in at 26.7%

# School and Student Performance Data

## Conditions & Climate Suspension Rate

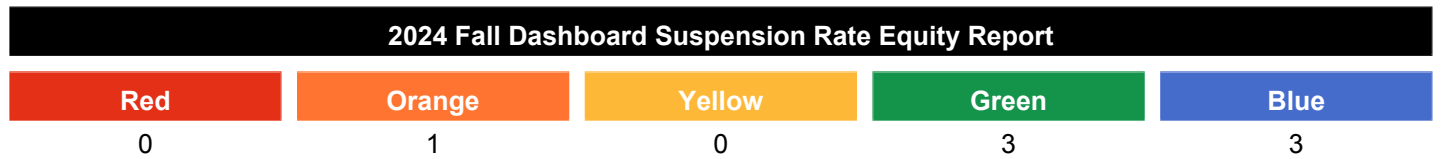
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



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.

| 2024 Fall Dashboard Suspension Rate for All Students/Student Group                                                                                                                                                                              |                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                          |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div>All Students</div> <div></div> <div>Green</div> <div>0.6% suspended at least one day</div> <div>Declined 0.8%</div> <div>326 Students</div>             | <div>English Learners</div> <div></div> <div>Green</div> <div>0.9% suspended at least one day</div> <div>Maintained 0%</div> <div>107 Students</div>    | <div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>                                                             |
| <div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>2 Students</div> | <div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>1 Student</div> | <div>Socioeconomically Disadvantaged</div> <div></div> <div>Green</div> <div>1.2% suspended at least one day</div> <div>Declined 0.4%</div> <div>163 Students</div> |

|                                                                                                                                                                                                           |                                                                                                                                                                                                               |                                                                                                                                                                                                                |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Students with Disabilities</b><br><br>Orange<br>3.3% suspended at least one day<br>Increased 1.7%<br>61 Students      | <b>African American</b><br><br>No Performance Color<br>0% suspended at least one day<br>Declined 7.1%<br>12 Students         | <b>American Indian</b><br><br>No Performance Color<br>Fewer than 11 students - data not displayed for privacy<br>3 Students |
| <b>Asian</b><br><br>Blue<br>0% suspended at least one day<br>Declined 3.6%<br>64 Students                                | <b>Filipino</b><br><br>Blue<br>0% suspended at least one day<br>Maintained 0%<br>50 Students                                 | <b>Hispanic</b><br><br>Green<br>0.7% suspended at least one day<br>Maintained 0.1%<br>136 Students                          |
| <b>Two or More Races</b><br><br>No Performance Color<br>5.3% suspended at least one day<br>Increased 5.3%<br>19 Students | <b>Pacific Islander</b><br><br>No Performance Color<br>Fewer than 11 students - data not displayed for privacy<br>2 Students | <b>White</b><br><br>Blue<br>0% suspended at least one day<br>Maintained 0%<br>40 Students                                   |

**Conclusions based on this data:**

1. Of the 7 reportable performance indicators, 3 were Blue (Filipino, Asian, White), 3 were Green (Hispanic, English Learners, Socioeconomically Disadvantaged), and 1 was Orange (Students with Disabilities)
2. Hughes has a low suspension rate; 2 students were suspended in 23-24.

# 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.

#### Academic Achievement

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, district, local 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.

LCAP Goal #1: 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.

State and local assessments and state dashboard performance indicators show show the following groups of students not meeting standards in the following areas:

Orange - Overall Performance: English Learner Progress, Mathematics

Orange - English Language Arts: English Learner

Orange - Mathematics: Socioeconomically Disadvantaged, Hispanic

### 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 in 22-23 was 39.73%, and in 23-24 was 43.94% | We expect all students to increase their CAASPP SBAC ELA performance level and meet or exceed standard by 5% in 2025-26 and be 48.9%.                   |
| CAASPP SBAC Math Data                  | 3rd - 5th grade students meeting or exceeding state standards in Math in 22-23 was 37.09%, and in 23-24 was 32.83%                  | We expect all students to increase their CAASPP SBAC Math performance level and meet or exceed standard by 5% in 2025-26 and be 37.8%.                  |
| iReady Diagnostic #3 in Reading        | K - 5th grade students at mid or above grade level in Reading is 40%, an increase of 2% from the year before                        | We expect all students to increase their Diagnostic 3 i-Ready Reading performance level and be at mid or above grade level by 5% in 2025-26 and be 45%. |
| iReady Diagnostic #3 in Math           | K - 5th grade students at mid or above grade level in Math is 28%, a decrease of 14%                                                | We expect all students to increase their Diagnostic 3 i-Ready Math performance level and be at mid or above grade level by 5% in 2025-26 and be 33%.    |

## Strategies/Activities

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

| Strategy/<br>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.<br>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. | 0                                                                            |
| 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.<br><br>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. | 13000<br>Title I<br>1000-1999: Certificated<br>Personnel Salaries            |
| 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 all student progress, student groups progress, drive instruction, determine subsequent learning experiences for students, and to differentiate instruction for all students. Data will inform intervention groups, instructional adjustments, and student learning plans. PLCs will collaborate to share strategies and monitor progress. Release days will be provided to support teachers in administering reading level assessments. | All students will be served. | 3025<br>Targeted Allocation<br>1000-1999: Certificated<br>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.                                                                                                                                                                                             | All students will be served. | 0                                                                            |

|             |                                                                                                                                                                                                                                                                                                                                                       |                              |                                                                                                                                                                                                          |
|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|             | 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 throughout the school year.                                                                                                 |                              |                                                                                                                                                                                                          |
| <b>1.7</b>  | 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.                                                                             | All students will be served. | 0                                                                                                                                                                                                        |
| <b>1.8</b>  | To support instruction across all subject areas, the school will allocate funds for teachers and staff to acquire necessary supplies, hard copy materials and online access (e.g. subscriptions) for programs including, but not limited to Raz-Kids, FOSSWeb, Scholastic News, Paper.co., SeeSaw.                                                    | All students will be served  | 3404.25<br>Targeted Allocation<br>4000-4999: Books And Supplies<br>Supplies and materials<br>8000<br>Targeted Allocation<br>5000-5999: Services And Other Operating Expenditures<br>Online subscriptions |
| <b>1.9</b>  | 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, Starting Arts), and supported with supplies and materials. | All students will be served  | 34060<br>Targeted Allocation<br>5000-5999: Services And Other Operating Expenditures<br><br>1000<br>Title I<br>4000-4999: Books And Supplies                                                             |
| <b>1.10</b> | To provide teachers and students at Hughes with access to new materials and resources, books will be purchased for the library to support literacy development and research skills.                                                                                                                                                                   | All students will be served  | 2000<br>Targeted Allocation<br>4000-4999: Books And Supplies                                                                                                                                             |
| <b>1.11</b> | The school will purchase student planners to support the development of students' organizational skills.                                                                                                                                                                                                                                              | All students will be served  | 275<br>Title I<br>4000-4999: Books And Supplies                                                                                                                                                          |
| <b>1.12</b> | The school will provide specialized materials, curriculum, and testing materials for moderate/severe Special Day Classes.                                                                                                                                                                                                                             | All students will be served  | 2500<br>Targeted Allocation<br>4000-4999: Books And Supplies                                                                                                                                             |
| <b>1.13</b> | Literacy Intervention Teacher (LIT) positions will be funded to provide targeted reading support to students and collaborate with teachers on literacy practices.                                                                                                                                                                                     | All students will be served  | 136,185<br>Title I<br>1000-1999: Certificated Personnel Salaries                                                                                                                                         |
| <b>1.14</b> | 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                                                                                                                                                                                                        |

|             |                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                           |                                                                                                                                               |
|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1.15</b> | Math Intervention Teacher (MIT) positions will be funded to provide targeted math support to students and collaborate with teachers on mathematical practices.                                                                                                                                                                                                                                                                                           | All students will be served               | 32000<br>Title I<br>1000-1999: Certificated Personnel Salaries                                                                                |
| <b>1.16</b> | School staff will facilitate intervention programs, extended and enrichment learning opportunities in all subject areas, including but not limited to after school and summer learning                                                                                                                                                                                                                                                                   | All students will be served               | 0                                                                                                                                             |
| <b>1.17</b> | 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               | 30000<br>Title I<br>2000-2999: Classified Personnel Salaries                                                                                  |
| <b>1.18</b> | 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.<br><br>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                                                                                                                                             |
| <b>1.19</b> | Paraprofessional will implement 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  | 14699.45<br>Targeted Allocation<br>2000-2999: Classified Personnel Salaries                                                                   |
| <b>1.20</b> | Teachers and staff will also provide opportunities for students to engage in educational, enriching, extracurriculars, assemblies, presentations, field trips, events, experiences, which will allow them to make connections and observe real-world applications of academic material they are learning in class, expand and deepen their understanding of a subject matter, explore new environments and stimulate their curiosity (e.g. RAFT Mobile). | All students will be served               | 2000<br>Targeted Allocation<br>4000-4999: Books And Supplies<br><br>2000<br>Targeted Allocation<br>1000-1999: Certificated Personnel Salaries |

## Annual Review

### SPSA Year Reviewed: 2024-25

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: SPED materials did not come out to the amount we projected, SCUSD provided great PDs/trainings this year and very few outside PDs/trainings were needed, balancing hours between classified and certificated intervention providers, onboarding Starting Arts Theater and Movement program

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.

We intend to continue "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 deepen 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.

LCAP Goal #2: 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, especially students with disabilities who have a status of "Orange" while the overall school's status is "Green" in the area of Suspension Rate. Moreover, teachers and parents continue to refer students for Wellness support for behavioral needs, emotional regulation, and social-emotional learning.

### 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                                                                                                                          |
|--------------------------------------------------|-------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|
| Percent of students who are chronically absent   | During this 2023-2024 school year, 45 out of 302 students enrolled missed 10% of more days of school. | We expect a decrease in the number of students who are chronically absent next school year by 2% in 25-26 to a level of 8%.               |
| Number of students receiving counseling services | During the 2023-2024 school year, 69 referrals were made to the Wellness Center.                      | Implement student surveys based on sense of belonging and school connectedness throughout the year to gauge student satisfaction with the |

|  |  |                                                        |
|--|--|--------------------------------------------------------|
|  |  | counseling services provided and identify other needs. |
|--|--|--------------------------------------------------------|

## Strategies/Activities

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

| Strategy/<br>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. | 0                                                                                                                                              |
| 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<br>Targeted Allocation<br>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. | 1260.16<br>Targeted Allocation<br>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 (including, but not limited to Playworks). | All students will be served. | 36000<br>Title I<br>5800: Professional/Consulting Services And Operating Expenditures                                                          |
| 1.6                     | To enhance recess and lunchtime engagement, the school will purchase a collection of equipment, materials, and supplies for student use during these times                                                                                                                                                                                        | All students will be served. | 250<br>Title I<br>4000-4999: Books And Supplies                                                                                                |
| 1.7                     | To ensure a PBIS-positive and safe learning environment, funding will be allocated for school noon duty staff and supplies to monitor activities and support students on school grounds.                                                                                                                                                          | All students will be served. | 12500<br>Targeted Allocation<br>2000-2999: Classified Personnel Salaries<br><br>524.14<br>Targeted Allocation<br>4000-4999: Books And Supplies |
| 1.8                     | Teachers and staff will examine school behavior and safety data in efforts to decrease the number of incidents and referrals related to escalated behaviors and support the reduction of suspension rates.                                                                                                                                        | All students will be served. | 0                                                                                                                                              |

|      |                                                                                                                                                                                                                   |                              |                                                             |
|------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|-------------------------------------------------------------|
| 1.9  | 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. | All students will be served. | 100<br>Targeted Allocation<br>4000-4999: Books And Supplies |
| 1.10 | Second grade students will participate in an annual Child Abuse Prevention presentation                                                                                                                           | All students will be served. | 0                                                           |
| 1.11 | Fifth grade students will participate in Puberty Talk, Health Connected programming                                                                                                                               | All students will be served. | 0                                                           |

## Annual Review

### SPSA Year Reviewed: 2024-25

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: Reduction in Wellness referral, noon duty aides cost moved over to site discretionary budget, increase in students receiving awards for reading achievement

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.

Through our work in Community Schools, we will continue to survey our students to measure their sense of belonging and connectedness to school, peers, and adults.

# 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.

LCAP Goal #3: 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. Also, improving the Orange performance indicator in the area of Chronic Absenteeism for English Learner, Hispanic, and White student groups is a need.

### 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 23-24 the California School Dashboard showed that Hughes Elementary School was in the yellow category, level 2 of 5, which is an improvement of one level. | The 2025 Dashboard will be green from Hughes, an improvement of 1 level. |

### 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 increase parent involvement by hosting events (e.g., Family Fun Nights, Parent Education Nights, Volunteer Appreciation event) and promoting community outreach on topics including technology, school engagement and participation, student attendance, PBIS, social-emotional learning, health and wellness, and academic achievement. Funds will be used to purchase event | All students will be served. | 2000<br>Targeted Allocation<br>5000-5999: Services And<br>Other Operating Expenditures<br>Food, programming<br>2000<br>Title I Part A: Parent<br>Involvement |

|     |                                                                                                                                                                                                                                 |                              |                                                                                                                                                     |
|-----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
|     | materials, food (light refreshments), translation services, and to pay staff to provide childcare so parents can attend events.                                                                                                 |                              | 4000-4999: Books And Supplies<br>Materials<br>487.10<br>Title I Part A: Parent Involvement<br>2000-2999: Classified Personnel Salaries<br>Childcare |
| 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 | 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. | English learner students     | 250<br>Targeted Allocation<br>2000-2999: Classified Personnel Salaries                                                                              |
| 1.4 | 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).                                        | All students will be served. | 0                                                                                                                                                   |

## Annual Review

### SPSA Year Reviewed: 2024-25

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.

Notable increased in parent participation in parent and family event nights (i.e. STEAM Family Night, Math Family Night). Also more parents on campus (i.e. Pastries with the Principal, Monday and Friday Morning Blacktop Announcements).

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

We have partnered with the Santa Clara City Library system and they are providing free English classes to parents, using in-house translators

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.

Continue to implement exit surveys at our parent and family events to learn more about the needs and interest of our parent and family community.

# 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       | \$340,120.10 |
| 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                             | \$248,710.00    |
| Title I Part A: Parent Involvement  | \$2,487.10      |
| rCalc_TotbyFSGrpFederal_50_FundSrc} | \$              |

Subtotal of additional federal funds included for this school: \$251,197.10

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                    | \$88,923.00     |
| rCalc_TotbyFSGrpStateLocal_50_FundSrc} | \$              |

Subtotal of state or local funds included for this school: \$88,923.00

Total of federal, state, and/or local funds for this school: \$340,120.10

# 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                            | 248,710  | 0.00    |
| Targeted Allocation                | 88,923   | 0.00    |
| Title I Part A: Parent Involvement | 2,487.10 | 0.00    |

## Expenditures by Funding Source

| Funding Source                     | Amount     |
|------------------------------------|------------|
|                                    | 0.00       |
| Targeted Allocation                | 88,923.00  |
| Title I                            | 248,710.00 |
| Title I Part A: Parent Involvement | 2,487.10   |

## Expenditures by Budget Reference

| Budget Reference                                                  | Amount     |
|-------------------------------------------------------------------|------------|
|                                                                   | 0.00       |
| 1000-1999: Certificated Personnel Salaries                        | 186,210.00 |
| 2000-2999: Classified Personnel Salaries                          | 57,936.55  |
| 4000-4999: Books And Supplies                                     | 15,313.55  |
| 5000-5999: Services And Other Operating Expenditures              | 44,660.00  |
| 5800: Professional/Consulting Services And Operating Expenditures | 36,000.00  |

## Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|------------------|----------------|--------|
|                  |                | 0.00   |

|                                                                   |                                    |            |
|-------------------------------------------------------------------|------------------------------------|------------|
| 1000-1999: Certificated Personnel Salaries                        | Targeted Allocation                | 5,025.00   |
| 2000-2999: Classified Personnel Salaries                          | Targeted Allocation                | 27,449.45  |
| 4000-4999: Books And Supplies                                     | Targeted Allocation                | 11,788.55  |
| 5000-5999: Services And Other Operating Expenditures              | Targeted Allocation                | 44,660.00  |
| 1000-1999: Certificated Personnel Salaries                        | Title I                            | 181,185.00 |
| 2000-2999: Classified Personnel Salaries                          | Title I                            | 30,000.00  |
| 4000-4999: Books And Supplies                                     | Title I                            | 1,525.00   |
| 5800: Professional/Consulting Services And Operating Expenditures | Title I                            | 36,000.00  |
| 2000-2999: Classified Personnel Salaries                          | Title I Part A: Parent Involvement | 487.10     |
| 4000-4999: Books And Supplies                                     | Title I Part A: Parent Involvement | 2,000.00   |

## Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 1      | 284,148.70         |
| Goal 2      | 51,234.30          |
| Goal 3      | 4,737.10           |

# 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                  |
| Melissa Duarte   | Classroom Teacher          |
| Christina Valdez | Other School Staff         |
| Vanesa Mendoza   | Parent or Community Member |
| Swati Ruhela     | Parent or Community Member |
| David Woo        | 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 |
|-----------|----------------------------------|
|-----------|----------------------------------|

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 1/30/25.

Attested:



Principal, Louis Barocio on 1/30/25



SSC Chairperson, Vanessa Mendoza on 1/30/25