



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	March 26, 2026	June 11, 2026

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, DIBELS, 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 Site Council (SSC) met to review and update the School Safety Plan and Single Plan for Student Achievement. Moreover, our English Learner Advisory Committee (ELAC) was voted into our SSC this school year. At our staff meetings we discussed local and state student achievement data as it relates to English Language Arts, Math, English Learners, and School Culture; Positive Behavioral Interventions and Supports (PBIS); i-Ready; DIBELS data. We ran an election in early fall to fill a staff and parent opening on school site council, and had presented the SPSA plan for next year to our educational partner in SLT and staff meetings, where we reviewed, prioritized, and came to a consensus on the SPSA for the following year. Educational partner meeting include: Tuesday, September 9, 2025 - School Site Council Meeting, Tuesday, October 7, 2025 - School Site Council Meeting, Thursday, October 16, 2025 - District English Learner Advisory Committee, Thursday, December 4, 2025 - District English Learner Advisory Committee, Thursday, February 5, 2026 - District English Learner Advisory Committee, Thursday, March 26, 2026 - School Site Council Meeting, Thursday, April 2, 2026 - District English Learner Advisory Committee, Thursday, May 7, 2026 - District English Learner Advisory Committee. We also gathered input at Pastries with the Admin Team parent meetings on Friday, September 5, 2025, Friday, October 3, 2025, Friday, November 7, 2025, Friday, December 5, 2025, Friday, January 9, 2026, Friday, February 6, 2026, Friday, March 6, 2026, Friday, April 3, 2026, and Friday, May 8, 2026 and at Parent Teacher Association and School Leadership Team meetings on Tuesday, September 2, 2025, Tuesday, October 7, 2025, Tuesday, November 4, 2025, Tuesday, December 2, 2025, Tuesday, January 13, 2026, Tuesday, February 3, 2026, Tuesday, March 3, 2026, Tuesday, April 7, 2026, and Tuesday, May 5, 2026.

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI only.

Hughes Elementary School is not an ATSI/TSI/CSI School. This section is not applicable at this time.

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 Suspensions requires attention. This indicator is 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.

There is no student group isolated that were two performance levels from the "All Student" group level in the category of Suspension Rate. On our watch list are socioeconomically disadvantaged English Learner students.

Other Needs

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

No other needs found. Data from local i-Ready Reading and Math, DIBELS, F&P assessments, along with PBIS-SWIS and Community Schools Student Belonging and Connectedness school survey data, corroborate needs already indicated on the California School Dashboard.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for 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		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	1.02%	1.07%	1.51%	3	3	4
African American	3.75%	4.98%	3.02%	11	14	8
Asian	18.09%	18.51%	20.75%	53	52	55
Filipino	16.38%	16.37%	13.96%	48	46	37
Hispanic/Latino	41.64%	42.70%	43.02%	122	120	114
Pacific Islander	0.68%	1.07%	1.13%	2	3	3
White	12.29%	10.68%	10.19%	36	30	27
Multiple/No Response	5.80%	4.27%	5.66%	17	12	15
Total Enrollment				293	281	265

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		18	40
Kindergarten	51	49	39
Grade 1	47	43	39
Grade 2	40	42	37
Grade 3	37	46	38
Grade 4	47	35	41
Grade 5	51	48	31
Total Enrollment	293	281	265

Conclusions based on this data:

1. Our student enrollment has fluctuated due to a variety of factors - i.e. opening of a new TK-5th elementary school and subsequent redrawing of attendance boundaries - as shown by the three year trend of a baseline of 292, a drop to 270 the year after, an increase to 293, and drop again to 281.
2. Our declining student enrollment has a direct impact on the number of classroom teachers on the staff, dropping from 13 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		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	88	76	59	33.7%	30.0%	22.3%
Fluent English Proficient (FEP)	48	35	31	15.2%	16.4%	11.7%
Reclassified Fluent English Proficient (RFEP)	31	23		9.6%	10.60%	

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 (33.7%), another decrease to 88 (30%) and another decrease to 76 (27%).
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%, but decreased to 12.5%.
3. Our RFEP numbers of students / percent of students is unknown since there is not enough reportable 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	44	36	44	44	34	44	44	34	44	100.0	94.4	100
Grade 4	51	48	33	51	48	32	51	48	32	100.0	100	97
Grade 5	56	51	46	56	50	46	56	50	46	100.0	98	100
All Grades	151	135	123	151	132	122	151	132	122	100.0	97.8	99.2

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2421.	2417.	2447.	34.09	20.59	25.00	6.82	20.59	38.64	29.55	29.41	20.45	29.55	29.41	15.91
Grade 4	2455.	2454.	2449.	29.41	33.33	25.00	15.69	12.50	12.50	19.61	20.83	12.50	35.29	33.33	50.00
Grade 5	2454.	2487.	2494.	10.71	20.00	21.74	23.21	24.00	26.09	12.50	24.00	21.74	53.57	32.00	30.43
All Grades	N/A	N/A	N/A	23.84	25.00	23.77	15.89	18.94	27.05	19.87	24.24	18.85	40.40	31.82	30.33

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	13.64	20.59	20.45	61.36	61.76	63.64	25.00	17.65	15.91
Grade 4	17.65	22.92	18.75	60.78	58.33	34.38	21.57	18.75	46.88
Grade 5	12.50	16.00	17.39	55.36	60.00	58.70	32.14	24.00	23.91
All Grades	14.57	19.70	18.85	58.94	59.85	54.10	26.49	20.45	27.05

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	22.73	14.71	13.64	47.73	55.88	79.55	29.55	29.41	6.82
Grade 4	13.73	20.83	15.63	66.67	52.08	68.75	19.61	27.08	15.63
Grade 5	8.93	18.00	17.39	50.00	54.00	67.39	41.07	28.00	15.22
All Grades	14.57	18.18	15.57	54.97	53.79	72.13	30.46	28.03	12.30

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	15.91	14.71	11.36	75.00	67.65	79.55	9.09	17.65	9.09
Grade 4	3.92	6.25	25.00	82.35	66.67	59.38	13.73	27.08	15.63
Grade 5	10.71	8.00	6.52	64.29	62.00	73.91	25.00	30.00	19.57
All Grades	9.93	9.09	13.11	73.51	65.15	72.13	16.56	25.76	14.75

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	27.27	14.71	18.18	47.73	67.65	65.91	25.00	17.65	15.91
Grade 4	23.53	16.67	18.75	49.02	62.50	53.13	27.45	20.83	28.13
Grade 5	8.93	14.00	21.74	50.00	68.00	63.04	41.07	18.00	15.22
All Grades	19.21	15.15	19.67	49.01	65.91	61.48	31.79	18.94	18.85

Conclusions based on this data:

1. The percentage of students not meeting standard decreased in all grades in the last 2 reported years, with the biggest decrease happening in 3rd grade by 15%.
2. The percentage of students meeting or exceeding standard increased in 3rd and 5th, with the biggest increase happening in 3rd grade by 21%.
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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	44	36	44	44	35	43	44	35	43	100.0	97.2	97.7
Grade 4	51	48	33	51	48	32	51	48	32	100.0	100	97
Grade 5	56	51	46	56	51	46	56	51	46	100.0	100	100
All Grades	151	135	123	151	134	121	151	134	121	100.0	99.3	98.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2419.	2414.	2441.	15.91	17.14	20.93	29.55	17.14	34.88	25.00	37.14	25.58	29.55	28.57	18.60
Grade 4	2460.	2446.	2452.	15.69	12.50	9.38	27.45	18.75	25.00	23.53	35.42	40.63	33.33	33.33	25.00
Grade 5	2463.	2473.	2473.	12.50	11.76	13.04	12.50	21.57	17.39	28.57	23.53	26.09	46.43	43.14	43.48
All Grades	N/A	N/A	N/A	14.57	13.43	14.88	22.52	19.40	25.62	25.83	31.34	29.75	37.09	35.82	29.75

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	13.64	20.00	27.91	61.36	45.71	48.84	25.00	34.29	23.26
Grade 4	21.57	16.67	12.50	43.14	41.67	62.50	35.29	41.67	25.00
Grade 5	10.71	11.76	15.22	46.43	47.06	45.65	42.86	41.18	39.13
All Grades	15.23	15.67	19.01	49.67	44.78	51.24	35.10	39.55	29.75

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	25.00	17.14	27.91	52.27	54.29	53.49	22.73	28.57	18.60
Grade 4	13.73	8.33	9.38	50.98	50.00	43.75	35.29	41.67	46.88
Grade 5	16.07	5.88	8.70	42.86	50.98	47.83	41.07	43.14	43.48
All Grades	17.88	9.70	15.70	48.34	51.49	48.76	33.77	38.81	35.54

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	22.73	14.29	18.60	54.55	74.29	62.79	22.73	11.43	18.60
Grade 4	13.73	22.92	21.88	56.86	43.75	56.25	29.41	33.33	21.88
Grade 5	5.36	9.80	13.04	62.50	58.82	63.04	32.14	31.37	23.91
All Grades	13.25	15.67	17.36	58.28	57.46	61.16	28.48	26.87	21.49

Conclusions based on this data:

1. The percentage of students in 3rd and 4th not meeting standard is decreased in all grade levels in the last 2 reported years, with the biggest decrease happening in 3rd grade by 10%; 4th grade statistically stayed the same.
2. The percentage of students in 3rd and 4th grades meeting or exceeding standard increased in the last 2 reported years, with the biggest increase happening in 3rd grade by 22%; 5th grade decreased by 3%.
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://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	1464.8	1446.9	1442.6	1456.6	1448.6	1440.3	1484.2	1443.1	1448.0	19	26	14
1	*	1424.5	*	*	1430.4	*	*	1418.1	*	7	14	9
2	*	1447.6	1495.4	*	1440.3	1500.2	*	1454.3	1490.1	10	12	13
3	1492.8	1469.5	1489.8	1491.6	1486.5	1480.0	1493.4	1451.8	1499.3	18	11	11
4	1540.8	1498.6	*	1548.1	1500.1	*	1533.3	1496.9	*	16	17	6
5	1503.4	1518.4	1528.4	1481.7	1508.0	1543.1	1524.4	1528.3	1513.4	15	12	14
All Grades										85	92	67

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	36.84	26.92	21.43	26.32	30.77	28.57	26.32	34.62	42.86	10.53	7.69	7.14	19	26	14
1	*	7.14	*	*	42.86	*	*	28.57	*	*	21.43	*	*	14	*
2	*	8.33	23.08	*	41.67	61.54	*	25.00	7.69	*	25.00	7.69	*	12	13
3	11.11	27.27	18.18	44.44	9.09	27.27	33.33	27.27	36.36	11.11	36.36	18.18	18	11	11
4	50.00	17.65	*	31.25	35.29	*	18.75	23.53	*	0.00	23.53	*	16	17	*
5	13.33	25.00	14.29	46.67	33.33	57.14	13.33	25.00	21.43	26.67	16.67	7.14	15	12	14
All Grades	23.53	19.57	16.42	40.00	32.61	46.27	22.35	28.26	23.88	14.12	19.57	13.43	85	92	67

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	42.11	26.92	14.29	31.58	34.62	42.86	15.79	30.77	35.71	10.53	7.69	7.14	19	26	14
1	*	21.43	*	*	35.71	*	*	28.57	*	*	14.29	*	*	14	*
2	*	25.00	38.46	*	25.00	46.15	*	25.00	7.69	*	25.00	7.69	*	12	13
3	33.33	36.36	36.36	44.44	27.27	36.36	16.67	9.09	9.09	5.56	27.27	18.18	18	11	11
4	68.75	29.41	*	25.00	41.18	*	6.25	11.76	*	0.00	17.65	*	16	17	*
5	20.00	33.33	64.29	53.33	50.00	28.57	0.00	0.00	7.14	26.67	16.67	0.00	15	12	14
All Grades	36.47	28.26	32.84	38.82	35.87	40.30	12.94	19.57	16.42	11.76	16.30	10.45	85	92	67

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K		30.77	21.43		26.92	35.71		38.46	42.86		3.85	0.00		26	14
1		0.00	*		57.14	*		21.43	*		21.43	*		14	*
2		0.00	7.69		66.67	53.85		8.33	23.08		25.00	15.38		12	13
3		9.09	9.09		9.09	27.27		45.45	36.36		36.36	27.27		11	11
4		5.88	*		23.53	*		35.29	*		35.29	*		17	*
5		16.67	0.00		25.00	7.14		41.67	85.71		16.67	7.14		12	14
All Grades	15.29	13.04	8.96	35.29	33.70	32.84	32.94	32.61	40.30	16.47	20.65	17.91	85	92	67

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	36.84	28.00	14.29	57.89	68.00	78.57	5.26	4.00	7.14	19	25	14
1	*	35.71	*	*	50.00	*	*	14.29	*	*	14	*
2	*	25.00	30.77	*	58.33	61.54	*	16.67	7.69	*	12	13
3	22.22	27.27	18.18	66.67	45.45	54.55	11.11	27.27	27.27	18	11	11
4	43.75	29.41	*	56.25	41.18	*	0.00	29.41	*	16	17	*
5	13.33	25.00	21.43	53.33	58.33	64.29	33.33	16.67	14.29	15	12	14
All Grades	28.24	28.57	19.40	60.00	54.95	65.67	11.76	16.48	14.93	85	91	67

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	26.32	26.92	21.43	63.16	57.69	64.29	10.53	15.38	14.29	19	26	14
1	*	0.00	*	*	71.43	*	*	28.57	*	*	14	*
2	*	25.00	69.23	*	41.67	23.08	*	33.33	7.69	*	12	13
3	27.78	45.45	45.45	61.11	27.27	36.36	11.11	27.27	18.18	18	11	11
4	75.00	41.18	*	18.75	41.18	*	6.25	17.65	*	16	17	*
5	53.33	75.00	85.71	20.00	8.33	14.29	26.67	16.67	0.00	15	12	14
All Grades	41.18	33.70	47.76	44.71	44.57	40.30	14.12	21.74	11.94	85	92	67

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	26.32	26.92	14.29	73.68	69.23	78.57	0.00	3.85	7.14	19	26	14
1	*	7.14	*	*	64.29	*	*	28.57	*	*	14	*
2	*	0.00	7.69	*	83.33	69.23	*	16.67	23.08	*	12	13
3	0.00	0.00	9.09	55.56	40.00	54.55	44.44	60.00	36.36	18	10	11
4	18.75	5.88	*	56.25	41.18	*	25.00	52.94	*	16	17	*
5	20.00	16.67	0.00	40.00	58.33	64.29	40.00	25.00	35.71	15	12	14
All Grades	15.29	12.09	10.45	60.00	60.44	61.19	24.71	27.47	28.36	85	91	67

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	68.42	53.85	57.14	26.32	34.62	42.86	5.26	11.54	0.00	19	26	14
1	*	0.00	*	*	78.57	*	*	21.43	*	*	14	*
2	*	25.00	38.46	*	50.00	46.15	*	25.00	15.38	*	12	13
3	16.67	9.09	9.09	77.78	54.55	63.64	5.56	36.36	27.27	18	11	11
4	31.25	17.65	*	62.50	64.71	*	6.25	17.65	*	16	17	*
5	20.00	8.33	0.00	60.00	75.00	92.86	20.00	16.67	7.14	15	12	14
All Grades	32.94	23.91	20.90	55.29	56.52	62.69	11.76	19.57	16.42	85	92	67

Conclusions based on this data:

1. Of the four domains, EL students performed the highest in the "Well Developed" area on Speaking at 47.7%, followed by Writing at 20.9%.
2. Of the four domains, EL students performed the highest in the "Beginning" area on Reading at 28.36%, followed by Writing at 16.42%.

School and Student Performance Data

Student Population

The 2025 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.

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
281	42.3%	27%	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.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	76	27%
Foster Youth	0	0.0%
Homeless	0	0.0%
Socioeconomically Disadvantaged	119	42.3%
Students with Disabilities	48	17.1%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	14	5%
American Indian	3	1.1%
Asian	52	18.5%
Filipino	46	16.4%
Hispanic	120	42.7%
Two or More Races	12	4.3%
Pacific Islander	3	1.1%
White	30	10.7%

Conclusions based on this data:

1. Of our 281 student population last school year, 42.3% met the Socioeconomically Disadvantaged qualification, which helps us determine the scope and educational priorities

2. Of our 281 student population last school year, 27% met the English Learner qualification, which helps us determine the scope and educational priorities

School and Student Performance Data

Overall Performance

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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.”



2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Of the reported 5 performance indicators, 1 was Orange: Suspensions, which is an improvement from last year when we had 2 in Orange.
2. Of the reported 5 performance indicators, 0 were Red, which remained the same as last year.

3. Of the reported 5 performance indicators, 3 were in Yellow (ELA, Math, Chronic Absenteeism) and 1 in Green (English Learner Progress).

School and Student Performance Data

Academic Performance English Language Arts

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This section provides number of student groups in each level.



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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Yellow 5.4 points below standard Increased 7.8 points 122 Students	English Learners  Orange 39.7 points below standard Declined 9.2 points 42 Students	Long-Term English Learners
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  Yellow 33.7 points below standard Increased 3.9 points 63 Students

Students with Disabilities  No Performance Color 61.8 points below standard Increased 16.2 points 22 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color 26.5 points above standard Increased 7.3 points 13 Students	Filipino  No Performance Color 25.5 points above standard Maintained -1.3 points 23 Students	Hispanic  Orange 40.3 points below standard Maintained -1.2 points 57 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	White  No Performance Color 17.3 points above standard 13 Students

Conclusions based on this data:

1. The highest increase was in the Students with Disabilities performance indicator where we increased by 16.2 points.
2. There was a slight decrease of 1.2 points (noted as "Maintained") in the Hispanic performance indicator.
3. There was a decrease of 9.2 points in the English Learner performance indicator.

School and Student Performance Data

Academic Performance Mathematics

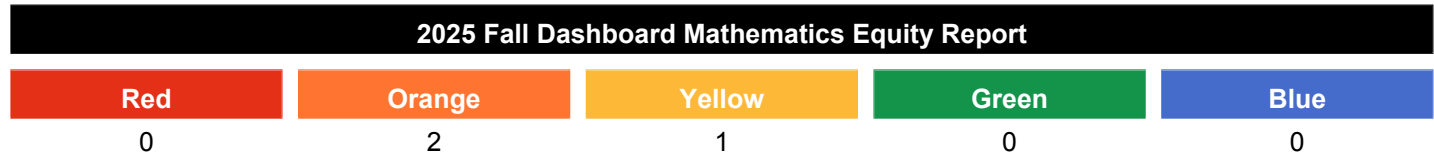
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Yellow 30.4 points below standard Increased 7.6 points 123 Students	English Learners  Orange 64.5 points below standard Declined 12.5 points 45 Students	Long-Term English Learners
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  Orange 66.1 points below standard Declined 7 points 63 Students

Students with Disabilities  No Performance Color 98.5 points below standard Declined 28.1 points 22 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color 4.5 points below standard Declined 12.2 points 14 Students	Filipino  No Performance Color 3.1 points above standard Increased 11.7 points 23 Students	Hispanic  Yellow 55.9 points below standard Increased 7 points 58 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	White  No Performance Color 3.2 points below standard 13 Students

Conclusions based on this data:

1. The highest increase was in the Filipino performance indicator (23 students) where we increased by 11.7 points.
2. There was an increase of 7 points in the Hispanic performance indicator.
3. Of the 4 reportable performance indicators, 2 received "Increased" status and 2 received "Declined" status.

School and Student Performance Data

Academic Performance Science

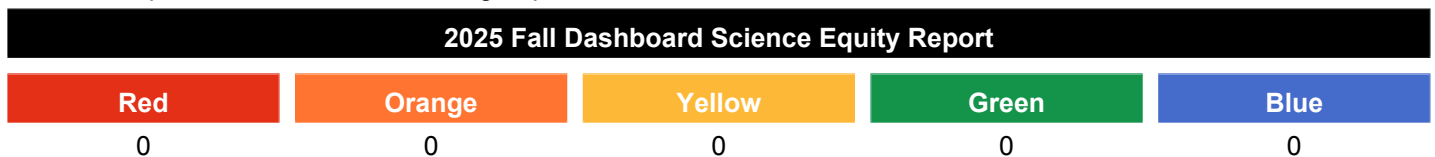
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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 Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students Yellow 48.3 science points Declined 3.2 points 47 Students	English Learners No Performance Color 40.4 science points Declined 12.3 points 22 Students	Long-Term English Learners No Performance Color 0 Students
Foster Youth No Performance Color 0 Students	Homeless No Performance Color 0 Students	Socioeconomically Disadvantaged No Performance Color 46.1 science points Maintained -1.3 points 29 Students

Students with Disabilities  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Hispanic  No Performance Color 45 science points Declined 3.7 points 25 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students

Conclusions based on this data:

1. There was a decrease of 3.2 points in the "All Students" performance indicator.
2. There was a decrease of 12.3 points in the "English Learner" performance indicator.
3. There was a maintaining of -1.3 points in the "Socioeconomically Disadvantaged" performance indicator.

School and Student Performance Data

Academic Performance English Learner Progress

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Green	 No Performance Color
52.1 making progress.	making progress.
Number Students: 48 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.

2025 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
8.5%	40.4%	0%	51.1%

Conclusions based on this data:

- English Learner Progress received a Green level indicator, which is an increase in status from the year before.
- 51.1% of English Learner students progressed at least one ELPI (English Learner Progress Indicator) level.
- 8.5 % of English Learner students decreased one ELPI (English Learner Progress Indicator) level.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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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."



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 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.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students



Yellow

15.7% Chronically Absent

Declined 3.6

286 Students

English Learners



Yellow

17.7% Chronically Absent

Declined 6.1

79 Students

Long-Term English Learners

Foster Youth



No Performance Color

Fewer than 11 students - No Data for Privacy

2 Students

Homeless



No Performance Color

0 Students

Socioeconomically Disadvantaged



Yellow

18% Chronically Absent

Declined 7.8

139 Students

Students with Disabilities  Red 32.8% Chronically Absent Increased 14.7 58 Students	African American  No Performance Color 16.7% Chronically Absent Increased 7.6 12 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Asian  Orange 9.4% Chronically Absent Increased 1.1 53 Students	Filipino  Yellow 10.9% Chronically Absent Declined 1.1 46 Students	Hispanic  Yellow 19.5% Chronically Absent Declined 7.2 123 Students
Two or More Races  No Performance Color 26.7% Chronically Absent Maintained 0.4 15 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	White  Yellow 12.9% Chronically Absent Declined 7.6 31 Students

Conclusions based on this data:

1. Of the reportable performance indicators, there was an increase in the range of student groups levels of Chronic Absenteeism, from 12% - 26.7% to 9.4% (Asian) - 32.8% (Students with Disabilities)
2. Students with Disabilities student group has the highest Chronic Absenteeism number among all Race/Ethnic Subgroup, coming in at 32.8%
3. Hispanic group declined from 26.7% to 19.5%, which is an improvement

School and Student Performance Data

Conditions & Climate Suspension Rate

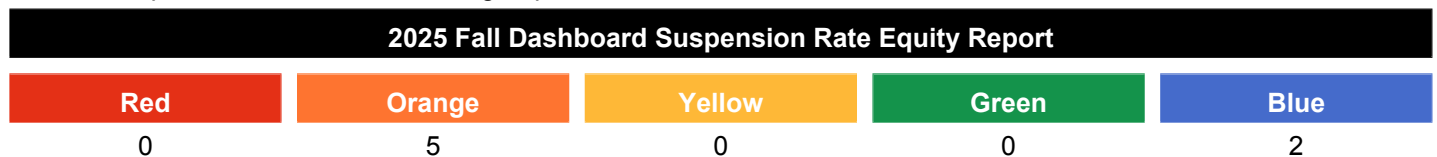
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students Orange 1.4% suspended at least one day Increased 0.7% 294 Students	English Learners Orange 2.5% suspended at least one day Increased 1.5% 81 Students	Long-Term English Learners
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Homeless No Performance Color 0 Students	Socioeconomically Disadvantaged Orange 2.8% suspended at least one day Increased 1.6% 144 Students

Students with Disabilities  Orange 3.4% suspended at least one day Maintained 0.1% 59 Students	African American  No Performance Color 0% suspended at least one day Maintained 0% 14 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Asian  Blue 0% suspended at least one day Maintained 0% 54 Students	Filipino  Blue 0% suspended at least one day Maintained 0% 46 Students	Hispanic  Orange 2.4% suspended at least one day Increased 1.6% 126 Students
Two or More Races  No Performance Color 0% suspended at least one day Declined 5.3% 16 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	White  Orange 3.2% suspended at least one day Increased 3.2% 31 Students

Conclusions based on this data:

1. Of the 7 reportable performance indicators, 2 were Blue (Filipino, Asian) and 5 were Orange (Hispanic, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, White)
2. Hughes increased the number of students it suspended, from 2 in 23-24 to 3 in 24-25.

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, EL, 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 - English Language Arts: English Learner and Hispanic
Orange - Mathematics: English Learner and Socioeconomically Disadvantaged

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%, 23-24 was 43.94%, and in 24-25 was 50.8%	We expect all students to increase their CAASPP SBAC ELA performance level and meet or exceed standard by 5%.
CAASPP SBAC Math Data	3rd - 5th grade students meeting or exceeding state standards in Math in 22-23 was 37.09%, 23-24 was 32.83%, and in 24-25 was 40.5%	We expect all students to increase their CAASPP SBAC Math performance level and meet or exceed standard by 5%
i-Ready Diagnostic #3 in Reading	3rd - 5th grade students at mid or above grade level in Reading was 30%, an increase of 5% from the year before.	We expect 3rd - 5th grade students to increase their Diagnostic 3 i-Ready Reading performance level and be at mid or above grade level by 5%. NOTE: DIBELS will have reportable diagnostic #3 data at the end of 25-26.
i-Ready Diagnostic #3 in Math	K - 5th grade students at mid or above grade level in Math was 34%, an increase of 2% from the year before.	We expect all students to increase their Diagnostic 3 i-Ready Math performance level and be at mid or above grade level by 5%.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	All teachers will use district adopted curriculum following year-long planning maps and adjust their instruction based on student needs. Lesson plans from school staff will align with the Common Core State Standards and will be differentiated for students and/or groups of students.	All students will be served.	0 None Specified None Specified
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 None Specified None Specified
1.3	Teachers and staff will continue to receive training during collaboration professional development afternoons addressing literacy, technology, PBIS, PLCs, and site academic and extracurricular goals. Teachers and staff will attend District Professional Development workshops to continue to deepen their instructional practices.	All students will be served.	0 None Specified None Specified
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.	13500 Title I 1000-1999: Certificated Personnel Salaries
1.5	Teachers will administer and analyze local and state level assessment data (including, but not limited to reading level assessments, DIBELS, F&P, i-Ready, 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.	3680 Targeted Allocation 1000-1999: Certificated Personnel Salaries
1.6	Teachers, staff, and principal will collaborate to analyze assessment data and use this data to drive instruction. Teachers will engage in PLCs during staff professional development and meetings to structure their grade level team and cross grade level team meetings around data for teaching and learning (including, but not limited to Mathematical Practices, writing, literacy, differentiating instruction, problem solving. Teachers will participate in Literacy Focus Meetings with Literacy Intervention Teachers and principal to analyze data and determine and evaluate	All students will be served.	0 None Specified None Specified

	interventions for students for the year. These meetings will take place throughout the school year.		
1.7	All students and staff will have access to 21st century devices, technology, materials, resources, and learning spaces to support teaching and learning in all subject areas. The school will explore and implement dynamic, interactive, and innovative learning spaces.	All students will be served.	0 None Specified None Specified
1.8	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, Mystery Science.	All students will be served	1900 Targeted Allocation 4000-4999: Books And Supplies Supplies and materials 3549 Targeted Allocation 5000-5999: Services And Other Operating Expenditures Online subscriptions
1.9	All students and staff will engage in STEAM (science, technology, engineering, art, math) programming, instruction, and learning around integration of literacy, all core subject areas, art, educational technology and resources (including, but not limited to San Jose Museum of Arts, Starting Arts, Art in Action), and supported with supplies and materials.	All students will be served	35760 Targeted Allocation 5000-5999: Services And Other Operating Expenditures 1570 Targeted Allocation 4000-4999: Books And Supplies
1.10	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 Targeted Allocation 4000-4999: Books And Supplies
1.11	The school will purchase student planners to support the development of students' organizational skills.	All students will be served	277 Targeted Allocation 4000-4999: Books And Supplies
1.12	The school will provide specialized materials, curriculum, and testing materials for moderate/severe Special Day Classes.	All students will be served	5000 Targeted Allocation 4000-4999: Books And Supplies
1.13	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	117350 Title I 1000-1999: Certificated Personnel Salaries
1.14	K-2 teachers will partner with the district Literacy (RISE) Team and Reading Recovery teachers to analyze student data, determine targeted instructional practices and reading groups, and reinforce lessons students experience in their district facilitated learning sessions.	K - 2nd grade students	0 None Specified None Specified
1.15	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	33377 Title I 1000-1999: Certificated Personnel Salaries

1.16	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 None Specified None Specified
1.17	Kindergarten and first grade (and other grades if needed) instructional assistant allows teacher to engage in small group instruction with target students while aide works with groups of students.	All students will be served	41856 Title I 2000-2999: Classified Personnel Salaries
1.18	All EL students will receive designated English Language instruction for 30 minutes each day using district curriculum. Students will be grouped by language level for appropriate support. Teachers will use evidenced based best 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 None Specified None Specified
1.19	Students will receive targeted support and 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	0 None Specified None Specified
1.20	Teachers and staff will also provide opportunities for students to engage in educational, enriching, intervention, 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.	All students will be served	3817 Title I 4000-4999: Books And Supplies 454 Targeted Allocation 4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2025-26

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.

There were no major differences found in how we intended to spend Targeted and Title one money and what we actually implemented.

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 increased the amount of money to support our SPED programs and a decrease in our Literacy Intervention Teacher K-2 support do to the certificated staff members availability next school year.

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 2024-2025 school year, 46 out of 293 students enrolled (15.6%) missed 10% of more days of school.	We expect a decrease in the number of students who are chronically absent next school year by 5%.
Number of students receiving counseling services	During the 2024-2025 school year, 77 referrals were made to the Wellness Center (an increase of 8 referrals).	Conduct student surveys based on sense of belonging and school connectedness throughout the year to gauge student wellbeing and decrease the number of referrals by 10%.

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
2.1	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 None Specified None Specified
2.2	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 None Specified None Specified
2.3	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.	675 Targeted Allocation 5000-5999: Services And Other Operating Expenditures
2.4	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.	1000 Targeted Allocation 4000-4999: Books And Supplies
2.5	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, Bay Area Chess).	All students will be served.	41000 Title I 5000-5999: Services And Other Operating Expenditures 3360 Targeted Allocation 5000-5999: Services And Other Operating Expenditures
2.6	To enhance recess and lunchtime engagement, the school will purchase a collection of equipment, materials, and supplies for student use during these times and adult supervision.	All students will be served.	250 Targeted Allocation 4000-4999: Books And Supplies
2.7	To ensure a PBIS-positive and safe learning environment, funding will be allocated for school noon duty staff to monitor activities and support students on school grounds.	All students will be served.	9029 Targeted Allocation 2000-2999: Classified Personnel Salaries
2.8	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 None Specified None Specified
2.9	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 Targeted Allocation 4000-4999: Books And Supplies
2.10	Second grade students will participate in an annual Child Abuse Prevention presentation	All students will be served.	0 None Specified None Specified

2.11	Fifth grade students will participate in Puberty Talk annually, and California Healthy Kids Survey every other year.	All students will be served.	0 None Specified None Specified

Annual Review

SPSA Year Reviewed: 2025-26

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.

There were no major differences found in how we intended to spend Targeted and Title one money and what we actually implemented.

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 re-introduced Bay Area Chess to our school budget (which is a program we had 2 years ago), increased the amount of money to support our SPED programs, and a decrease in our Literacy Intervention Teacher K-2 support do to the certificated staff members availability next school year.

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 24-25 the California School Dashboard showed that Hughes Elementary School was in the yellow category, noting a decrease of 3.6 points (15.7 chronically absent)	The 2025 Dashboard will be green for 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
3.1	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 supplies (cups, plates) and food, along with educational activities and resources.	All students will be served.	1000 Title I Part A: Parent Involvement 5000-5999: Services And Other Operating Expenditures Food, programming 1509 Title I Part A: Parent Involvement 4000-4999: Books And Supplies Materials

3.2	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 None Specified None Specified
3.3	Provide in person or virtual translation services for parents. Teachers and staff can also use translation services through Language Lines and on-site/district interpreters.	English learner students	250 Targeted Allocation 2000-2999: Classified Personnel Salaries
3.4	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 None Specified None Specified

Annual Review

SPSA Year Reviewed: 2025-26

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 increase 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.

There were no major differences found in how we intended to spend Targeted and Title one money and what we actually implemented.

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	\$322,263.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$250,900.00
Title I Part A: Parent Involvement	\$2,509.00
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

Subtotal of additional federal funds included for this school: \$253,409.00

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

State or Local Programs	Allocation (\$)
None Specified	\$0.00
Targeted Allocation	\$68,854.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: \$68,854.00

Total of federal, state, and/or local funds for this school: \$322,263.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	250900	0.00
Targeted Allocation	68,854	0.00
Title I Part A: Parent Involvement	2509	0.00

Expenditures by Funding Source

Funding Source	Amount
None Specified	0.00
Targeted Allocation	68,854.00
Title I	250,900.00
Title I Part A: Parent Involvement	2,509.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	167,907.00
2000-2999: Classified Personnel Salaries	51,135.00
4000-4999: Books And Supplies	17,877.00
5000-5999: Services And Other Operating Expenditures	85,344.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
None Specified	None Specified	0.00
1000-1999: Certificated Personnel Salaries	Targeted Allocation	3,680.00

2000-2999: Classified Personnel Salaries	Targeted Allocation	9,279.00
4000-4999: Books And Supplies	Targeted Allocation	12,551.00
5000-5999: Services And Other Operating Expenditures	Targeted Allocation	43,344.00
1000-1999: Certificated Personnel Salaries	Title I	164,227.00
2000-2999: Classified Personnel Salaries	Title I	41,856.00
4000-4999: Books And Supplies	Title I	3,817.00
5000-5999: Services And Other Operating Expenditures	Title I	41,000.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	1,509.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	1,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	264,090.00
Goal 2	55,414.00
Goal 3	2,759.00

School Site Council Membership

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

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

Name of Members	Role
Louis Barocio	Principal
Melissa Duarte	Classroom Teacher
Joceyln Golde	Other School Staff
Vanesa Mendoza	Parent or Community Member
Swati Ruhela	Parent or Community Member
Catherine Vien	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 3/26/26



SSC Chairperson, Vanessa Mendoza on 3/31/26