

The Single Plan for Student Achievement



School: Kathryn Hughes Elementary School
CDS Code: 43-69674-6048896
District: Santa Clara Unified School District
Principal: Dr. Teri Morrow
Revision Date: 4/10/18

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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The District Governing Board approved this revision of the SPSA on .

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School Vision and Mission

Kathryn Hughes Elementary School's Vision and Mission Statements

At Kathryn Hughes we partner with our families and community to promote positive citizens of the 21st century, who communicate, collaborate, think critically and problem-solve creatively.

Our Vision:

We intentionally create lifelong learners using rigorous curriculum accessible by all. We promote social-emotional skills through respectful, responsible and safe practices.

Created in November 2016

School Profile

Kathryn Hughes Elementary School is a pre-school through fifth grade school of approximately 430 students in the Santa Clara Unified School District (SCUSD). Hughes is located in Santa Clara within a suburban community adjacent to San Jose. The area is bustling with new construction including new homes and Silicon Valley industry. The Santa Clara Convention Center, Great America Theme Park, and San Francisco 49'ers are our neighbors. The community is socially and ethnically diverse. Transportation on the light rail system, ACE and Greyhound train is conveniently located a few blocks away. Classes take the light rail on field trips to the Tech Museum, Discovery Museum and NASA. Built in 1964, the school was named for Kathryn Hughes, a former teacher in the Alviso School District for 39 years.

Hughes campus is a 53-year-old site, with large playground and turf areas. It includes 17 regular education classrooms as well as an office complex, library area, literacy resource room, 3 Special Education classes, 2 computer labs, a special education resource room, and a multipurpose room (auditorium/cafeteria). Staff, parents and students take pride in an orderly and attractive facility. Also thank you to Comcast, over 400 volunteers in 2016 repainted, created gardens for first grade and cleaned our campus. Restrooms for adults and students are ADA compliant. The facilities were modernized on the outside during the summer of 2003, 2007 (new parking and playground area) and new blacktop in 2008. The inside of the facility was modernized during the summer of 2004.

After a lot of hard work by the students and staff, Hughes was recognized as a California Distinguished School in April of 2006. We are dedicated to upholding the programs and services that support our students in order for student achievement to continue to grow. The mission of Santa Clara Unified School District is to prepare students of all ages and abilities to succeed in an ever-changing world.

In 2012, Altera a local company, granted money to increase Hughes' 21st century technology. Each classroom was equipped with a smart board and students K-5 have access to one on one tablets. These tools are used by teachers and students to increase all skills needed for college and career and meet with the local and state curricular expectations. Hughes has become the classroom technology learning center for other teachers, schools and districts. This grant was for three years and was renewed in October 2015, tablets were then replaced by Chromebooks 2nd through fifth grades. Hughes remains the classroom technology learning center for the district.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

Teachers filled out the SAS in PBIS. Fifth grade students, parents and staff, took the Healthy kids Survey this year.

Classroom Observations

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

Classrooms are observed at least 3 times a week by the principal. These observations focus on students learning and support of the teacher.

Analysis of Current Instructional Program

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

Standards, Assessment, and Accountability

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

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

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

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

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

100% of our teachers are highly qualified.

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

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

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

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

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

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

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

Designated time for teacher collaboration occurs on a regular basis during the contractual minimum day on Wednesdays. Principal builds collaboration time during staff meetings with the instruction from Professional Learning Communities. Each Grade level teams also meet for a day once or twice a year to identify interventions for students who are underperforming.

Teaching and Learning

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

All instructional materials are aligned, or in the process of becoming aligned, to the California Common Core Standards (e.g., Common Core, Next Generation Science Standards, CTE Model Curriculum Standards, and ELA/ELD Framework).

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

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

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

Supporting struggling students is a priority across our TK-12 programs. In Elementary, teachers collaborate with LIT Specialists k-5, SAI teachers and administrative staff to determine intervention schedules.

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

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

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

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

Opportunity and Equal Educational Access

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

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

14. Research-based educational practices to raise student achievement

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

Parental Involvement

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

Programs that support at-risk students include SOAR classes (when teachers are available) , PBIS tier 1 and 2 practices utilized with entire staff, counseling, wellness leader, LIT, Reading Recovery, YMCA after school homework support, and State and district Preschool.

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

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

Funding

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

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

18. Fiscal support (EPC)

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

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Reading/Language Arts
LEA/LCAP GOAL:
LEA Goal:1A, 1C, 1D, 1E LCAP Goal: 2 and 5
SCHOOL GOAL #1:
All students, and all subgroups (Hispanic, ELL, SED, African American, Special Education and Filipino) will demonstrate either grade level performance or growth toward grade level achievement in Reading as measured by performance based on state and district assessments.
Data Used to Form this Goal:
We used the 2016-2017 data from Fountas & Pinnell and SBAC.
Findings from the Analysis of this Data:
Our Hispanic students in 2016-2017 started at 20% at standard and ended year at 55% at standard. Our ELL students started at 10% at standard and grew to 61% at standard at the end of the year. On 2016-2017 SBAC scores in ELA our students have shown an over all 10% growth over two years. Measuring growth of our targeted students through their Fountas & Pinnell scores and SBAC we discovered the areas of literacy is still a needed focus for these sub-groups.
How the School will Evaluate the Progress of this Goal:
Progress toward meeting this goal will be evaluated by examining the level of student achievement on state assessments, and Fountas & Pinnell.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
<p>1</p> <p>1. Teachers will participate in Target Student Meetings with principal and Reading Specialist(s) to analyze data and determine interventions for target students for the year. These meetings will take place in the Fall and the Spring. A roving sub will be available on these days to allow teacher to meet with principal.</p> <p>2. Teachers will collaborate on a monthly basis at their early out Wednesdays to analyze testing data and use this data to drive instruction. Teachers will be trained in PLC's during staff PD and meetings, to structure their target meetings around data for teaching and learning.</p>	July 1, 2018 to June 30, 2019	Classroom Teachers, Principal, Reading Intervention Specialist, Related Support Staff	roving sub for target meetings	Targeted Allocation	1500
<p>2</p> <p>1. Teachers use leveled reading materials, F&P, Running Record, core material, daily guided reading groups, read aloud and self directed reading to teach students at their instructional level.</p> <p>2. Kindergarten instructional assistant allows teacher to engage in small group instruction with target students while aide works with groups of students.</p> <p>3. Provide staff development opportunities for teachers and conferences to increase appropriate practices to meet the needs of all children.</p> <p>4. All ELL students will receive specialized instruction for 30 minutes each day using district curriculum, students will be grouped in language level for appropriate support.</p> <p>5. All students will have access to 21st century devices and learning.</p>	July 1, 2018 to June 30, 2019	Classroom Teacher, Principal, Reading Specialist, Instructional Assistant	<p>materials needed to increase literacy</p> <p>Teacher conferences</p> <p>Kinder Instructional Assistant</p>	<p>Targeted Allocation</p> <p>Targeted Allocation</p> <p>Targeted Allocation</p>	<p>3000</p> <p>10000</p> <p>9000</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
<p>3 1.Intervention programs during and after school: Soaring to Success and Small Group support in ELA. We have a 50% LLI specialist to work with students in 3-5th grades to improve reading skills. A LIT and RR specialist @25% will work with students k-2.</p> <p>2. Raz kids for reading support, writing and Science and other web based programs for younger students through the district.</p> <p>3. Special education access to materials, curriculum and testing materials for our Mod/severe SAI classrooms.</p>	July 1, 2018 to June 30, 2019	Classroom Teacher, Principal, Reading Specialists, Related Support Staff	<p>LIT specialist K-2 (25%)</p> <p>LLI specialist 3-5 (50%)</p> <p>materials, Curriculum and testing materials</p>	<p>Title I Part A: Basic Grants Low-Income and Neglected</p> <p>Title I Part A: Basic Grants Low-Income and Neglected</p> <p>Targeted Allocation</p>	<p>35000</p> <p>60000</p> <p>5000</p>
<p>4 1. Teachers and Staff will continue training on early out Wednesdays for technology, PBIS and other training as needed.</p> <p>2. Teachers will attend District Professional development</p>	July 1, 2018 to June 30, 2019	Principal, Teachers, other staff			
<p>5 1. Prop 49 after school YMCA program for academic and enrichment support.</p> <p>2. PE teacher 3-5 grades will run after school intramural sports program</p> <p>3. Parent participation in Project cornerstone. This program teaches strong personal assets through reading to students. The reading and presentation of curriculum is done by parent volunteers. Books and the program have costs.</p>	July 1, 2018 to June 30, 2018	PE Coach, YMCA, Parents	Materials and project corner stone payment	Targeted Allocation	2000

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Mathematics
LEA/LCAP GOAL:
LEA Goal:1B, 1C, 1E
LCAP Goal:1,4,5
SCHOOL GOAL #2:
All students, and all subgroups (Hispanic, ELL, SED, Speical Education, Filipino and African American) will demonstrate either grade level performance or growth towards grade level achievement measured by new curricular assessments, and other measures as appropriate for the grade level and specific target group.
Data Used to Form this Goal:
We will be using assessments created by our state tests.
Findings from the Analysis of this Data:
Our growth in Math has not been where we need it to be. In February the staff and SSC team looked at data and decided to hire a certificated teacher who would do push in specifically in Math in all grade levels. The extra teacher will start at the end of March 2018. Looking at SBAC scores in Math for 3-5 grades our over all growth is at 1% over two years. Our first year growth was -7% in Math SBAC scores. Although it is growth we need to look at more interventions around Math to increase our scores for all students. We will continue to use the district adopted software of Dream box and Soar(depending on Teacher availability) to increase these scores.
How the School will Evaluate the Progress of this Goal:
The district is currently using scores from our state testing SBAC.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
1 1. All teachers will use district adopted curriculum following year long planning maps. Students and teachers will need up to date technology to access.	July 1, 2018 to June 30, 2019	Classroom Teachers and Principal district office	software license k-2 dreambox	Targeted Allocation	1790

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
<p>2. Staff will look at Origo assessment's data to determine extra learning experiences for students who did not meet math requirements. As a staff we will also look at State testing results in Math to create more teaching learning around specific student needs.</p> <p>3. Teachers and district will investigate safe online math programs to support student Math growth.</p> <p>4. District has provided online math support DreamBox, we will also buy license for k-2.</p>					
<p>2 Interventions offered for students who need extra help in Math are SOAR classes (with teacher availability) and an extra teacher who will work with groups both push in and pull out. Teachers will assess the Math data from district and state testing to establish small groups around student needs.</p> <p>Hire credentialed teacher that specializes in Math to do push in and pull out for k-5 part time, 4 hours a day.</p>	July 1, 2018 to June 30, 2019	Classroom Teachers and Principal	Extra Math teacher for intervention	Targeted Allocation	35000
<p>3 Teachers will attend all district training for Math and attend conferences to increase their teaching skills.</p>	July 1, 2018 to June 30, 2019	Classroom Teachers, Principal,	conferences around Math	Targeted Allocation	2000

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English Language Learners
LEA/LCAP GOAL:
LEA Goal: 1A,1C, 1E, 2A, 2B, 2D
LCAP Goal: 2, 5
SCHOOL GOAL #3:
To increase our ELL literacy scores for both our Latino groups and for all other ELL's.
Data Used to Form this Goal:
The data was taken from our FNP and SBAC scores. The data will be taken from 2016-2017 information. During this year the state has changed the ELL testing tool and it will be trained and used by Fall of 2017-2018
Findings from the Analysis of this Data:
Our students have shown growth in FNP but only 55% Hispanic students are at standard. Our other groups of ELL students have also shown growth but currently 61% of this population is at standard.
How the School will Evaluate the Progress of this Goal:
Students will be measured by both state assessments (ELPAC and SBAC) and local assessments, including Fountas-Pinnell and other tests which require a facilitator with the English language learners.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
1	July 1, 2018 to June 30, 2019	Teachers, Paraprofessionals, EL Facilitator, ELSAT	ELL Paraprofessional	Targeted Allocation	20000
			Conferences based in ELL or culture	Targeted Allocation	1500
2. ELSAT and Para position will implement 30 minute ELD small group. The groups will be flexibly grouped based on LPAC, and State testing					
3. Reading specialists will work with students in					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
improving reading skills k-5. 4. Conference to help increase teacher knowledge of working with ELL's and cultural enlightenment.					
2 Interventions offered to ELL students: Students work with paraprofessional in small groups a min. of 30 minutes using district curriculum. They also have access to SOAR after school intervention with teacher availability. Students who need help reading work with one of our LIT specialists k-5. Students also have an opportunity to work with leaders at the YMCA after school program where they get support with their homework.	July 1, 2018 to June 30, 2019	Teachers, Principal, Paraprofessionals, Reading Specialist, ELSAT			
3 1. Provide Translation for parents. 2. Purchase materials for English Learner Advisory Committee (supplies, food, and translation services). 3. Provide ESL classes for all parents who want to learn English on our campus	July 1, 2018 to June 30, 2019	Teachers, EL Paraprofessionals and Principal,	translation services Teacher for ESL courses family works shop	Targeted Allocation Targeted Allocation Title I Part A: Parent Involvement	3000 4500 977

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: School Climate
LEA/LCAP GOAL:
LEA Goal:2E, 2F LCAP Goal:1,3, 5
SCHOOL GOAL #4:
The students and staff at Hughes Elementary School will promote our district's Wellness Policy through education (health and nutrition) and physical exercise. In addition to the classroom setting, teachers, parents, and students will model healthy choices with extracurricular events (such as school events, fundraisers, etc.). It is our goal to teach and model how to make healthy choices, reduce fat in our diet, and stay physically active. Students' social and emotional well-being will be supported with counseling services and wellness program, in addition to the provision of exploratory subjects (DARE). Positive reinforcement is applied with teaching students how to communicate with one another and a chance to discuss any other issues with a counselor. Hughes will continue using the positive intervention system (PBIS) which includes SWSS for data collection on behavior. The staff meets and discusses any problem areas or behaviors based on what the data states. The goal is to keep students in class and reduce the number of students in the office and sent home. Teachers and district have created a document to collect data on behavior tracking forms where information will be entered into the SWSS data base. This will give teachers and staff data on what behaviors need to be re-taught and where the violations take place. We will also support student learning by showing students how to be better organized through the use of student planners for grades 3-5. To increase parent participation in school events.
Data Used to Form this Goal:
Budget reports, staff feedback, district LCAP, SWSS data and parent feedback to measure our school climate goal.
Findings from the Analysis of this Data:
The analysis of the data led us to understand that we have continued to grow a strong school climate. We continue to struggle with Parent participation both as volunteers and attending school meetings such as SSC, ELAC and PTA. We continue to work on methods to encourage parents to participate in their students' education and meetings necessary to support school.
How the School will Evaluate the Progress of this Goal:
Future data will be gathered in SWSS, feedback from staff and families, participation rates in healthy events and academic improvement. We will also monitor number of parents attending our school's meetings. Healthy kids survey was administered this year (2018) as well. This data will be reviewed by staff after it is released.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
1 The school will provide many opportunities with the help from our parent community, to develop fun events for families to attend.	July 1, 2018 to June 30, 2019	Teachers, PTA, parents, Educational Experts in Parent Education, and administrators			
<p>2 1. Hughes will provide translated documents using TransACT materials and software applications. Also translation through the district in writing and voice.</p> <p>2. Hughes will promote parent participation by proposing Family Fun Nights in our community, increasing student attendance, positive behavior intervention systems, and family nights with emphasis on academic achievement.</p> <p>3. Hughes will work with all of our Kindergarten parents to encourage them to fulfill 4 hours of parent participation a month.</p> <p>4 Students will have the opportunity to see a counselor : either 1:1 or in groups to address the needs of the entire child. And, to support families with connections to outside resources.</p>	July 1, 2018 to June 30, 2019	Principal, Staff, District Personnel, ELSAT, Leadership Team, PTA officers and representatives, Counselor	family fun nights, translation,	Targeted Allocation	1000
<p>3 1. Parent run Project Cornerstone program teaching personal assets.</p> <p>2. Provide assemblies that educate about wildlife, Math, Science and Culture to motivate and increase academic achievement.</p> <p>3. All 5th grade students will participate in the Santa Clara Police Department's DARE program</p> <p>4. Fifth grade students will have the opportunity to participate in the School Safety Patrol; provide safety patrol materials and training to support program.</p>	July 1, 2018 to June 30, 2019	Principal, Leadership Team, DARE Officers, SCPD Safety Patrol Officer, Student Council, PTA, Teachers	<p>Student Planners</p> <p>Prizes for PBIS and Asset awards</p> <p>SWSS annual fee</p> <p>PBIS leaders and classified meetings</p> <p>PBIS conference</p>	<p>Targeted Allocation</p> <p>Targeted Allocation</p> <p>Targeted Allocation</p> <p>Targeted Allocation</p> <p>Targeted Allocation</p>	<p>800</p> <p>2000</p> <p>570</p> <p>5000</p> <p>4000</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
5. Annual fee for SWSS (behavior management system for PBIS). PBIS uses prizes and awards for social emotional growth and positive behavior growth for students. Leadership team will be paid for time over adjunct duties and contractual.					

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I Part A: Basic Grants Low-Income	96000	1,000.00
Targeted Allocation	117000	5,340.00
Title I Part A: Parent Involvement	980	3.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
Targeted Allocation	111,660.00
Title I Part A: Basic Grants Low-Income and Neglected	95,000.00
Title I Part A: Parent Involvement	977.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1: Reading/Language Arts	125,500.00
Goal 2: Mathematics	38,790.00
Goal 3: English Language Learners	29,977.00
Goal 4: School Climate	13,370.00

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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Jennifer Erickson		X			
Mandy Ching				X	
Lina Deny				X	
Maricar Wan			X		
Chris Lutke			X		
Shannon Yamaguchi				X	
Dallas Oran		X			
Teri Morrow	X				
Jessica Ebert		X			
Pedro Ricardo			X		
Numbers of members of each category:	1	3	2	3	

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 Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. 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.
4. 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.
5. This SPSA was adopted by the SSC at a public meeting on 03/14/2017.
6. This SPSA was revised on 4/10/18.

Attested:

Dr. Teri Morrow

Typed Name of School Principal



Signature of School Principal

04/10/18

Date

Mandi Ching

Typed Name of SSC Chairperson



Signature of SSC Chairperson

04/10/18

Date

Documents ([Active](#) | [Archived](#))

Name	Document Last Updated	View Document	Document History	Attachments	Edit By Sections
2018-19 Single Plan For Student Achievement	2018-04-10		View	View	21

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Recommendations and Assurances

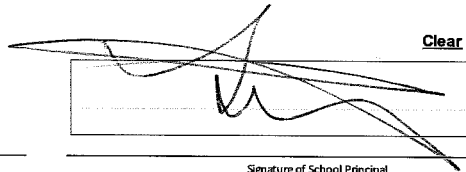
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1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. 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.
4. 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.
5. This SPSA was adopted by the SSC at a public meeting on 03/14/2017
6. This SPSA was revised on 4/10/18

Attested:

Dr. Teri Morrow

Typed Name of School Principal


 Clear

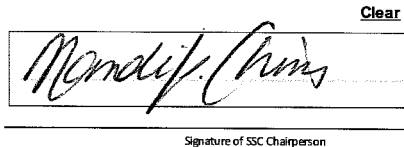
Signature of School Principal

04/10/18

Date

Mandi Ching

Typed Name of SSC Chairperson


 Clear

Signature of SSC Chairperson

04/10/18

Date

[Previous Section](#)[Current Section](#)[Next Section](#)[School Site Council Membership](#)**Recommendations and Assurances**

Budget By Expenditures

Kathryn Hughes Elementary School

Funding Source: Targeted Allocation

\$117,000.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
materials, Curriculum and testing materials		\$5,000.00	Reading/Language Arts	<p>1.Intervention programs during and after school: Soaring to Success and Small Group support in ELA. We have a 50% LLI specialist to work with students in 3-5th grades to improve reading skills. A LIT and RR specialist @25% will work with students k-2.</p> <p>2. Raz kids for reading support, writing and Science and other web based programs for younger students through the district.</p>
Materials and project corner stone payment	1000-1999: Certificated Personnel Salaries	\$2,000.00	Reading/Language Arts	<p>3. Special education access to materials, curriculum and testing materials for our Mod/severe SAI classrooms.</p> <p>1. Prop 49 after school YMCA program for academic and enrichment support.</p> <p>2. PE teacher 3-5 grades will run after school intramural sports program</p> <p>3. Parent participation in Project cornerstone. This program teaches strong personal assets through reading to students. The reading and presentation of curriculum is done by parent volunteers. Books and the program have costs.</p>

Kathryn Hughes Elementary School

software license k-2 dreambox	\$1,790.00	Mathematics	<p>1. All teachers will use district adopted curriculum following year long planning maps. Students and teachers will need up to date technology to access.</p> <p>2. Staff will look at Origo assessment's data to determine extra learning experiences for students who did not meet math requirements. As a staff we will also look at State testing results in Math to create more teaching learning around specific student needs.</p> <p>3. Teachers and district will investigate safe online math programs to support student Math growth.</p> <p>4. District has provided online math support DreamBox, we will also buy license for k-2.</p>
Extra Math teacher for intervention	\$35,000.00	Mathematics	<p>Interventions offered for students who need extra help in Math are SOAR classes (with teacher availability) and an extra teacher who will work with groups both push in and pull out. Teachers will assess the Math data from district and state testing to establish small groups around student needs. Hire credentialed teacher that specializes in Math to do push in and pull out for k-5 part time, 4 hours a day.</p>
conferences around Math	\$2,000.00	Mathematics	<p>Teachers will attend all district training for Math and attend conferences to increase their teaching skills.</p>
ELL Paraprofessional	\$20,000.00	English Language Learners	<p>1. Lesson plans will be CCSS based and differentiated.</p> <p>2. ELSAT and Para position will implement 30 minute ELD small group. The groups will be flexibly grouped based on LPAC, and State testing</p> <p>3. Reading specialists will work with students in improving reading skills k-5.</p> <p>4. Conference to help increase teacher knowledge of working with ELL's and cultural enlightenment.</p>

Kathryn Hughes Elementary School

Conferences based in ELL or culture		\$1,500.00	English Language Learners	<ol style="list-style-type: none"> 1. Lesson plans will be CCSS based and differentiated. 2. ELSAT and Para position will implement 30 minute ELD small group. The groups will be flexibly grouped based on LPAC, and State testing 3. Reading specialists will work with students in improving reading skills k-5. 4. Conference to help increase teacher knowledge of working with ELL's and cultural enlightenment.
translation services		\$3,000.00	English Language Learners	<ol style="list-style-type: none"> 1. Provide Translation for parents. 2. Purchase materials for English Learner Advisory Committee (supplies, food, and translation services). 3. Provide ESL classes for all parents who want to learn English on our campus
Teacher for ESL courses		\$4,500.00	English Language Learners	<ol style="list-style-type: none"> 1. Provide Translation for parents. 2. Purchase materials for English Learner Advisory Committee (supplies, food, and translation services). 3. Provide ESL classes for all parents who want to learn English on our campus
roving sub for target meetings	1000-1999: Certificated Personnel Salaries	\$1,500.00	Reading/Language Arts	<ol style="list-style-type: none"> 1. Teachers will participate in Target Student Meetings with principal and Reading Specialist(s) to analyze data and determine interventions for target students for the year. These meetings will take place in the Fall and the Spring. A roving sub will be available on these days to allow teacher to meet with principal. 2. Teachers will collaborate on a monthly basis at their early out Wednesdays to analyze testing data and use this data to drive instruction. Teachers will be trained in PLC's during staff PD and meetings, to structure their target meetings around data for teaching and learning.

Kathryn Hughes Elementary School

materials needed to increase literacy	1000-1999: Certificated Personnel Salaries	\$3,000.00	Reading/Language Arts	<p>1. Teachers use leveled reading materials, F&P, Running Record, core material, daily guided reading groups, read aloud and self directed reading to teach students at their instructional level.</p> <p>2. Kindergarten instructional assistant allows teacher to engage in small group instruction with target students while aide works with groups of students.</p> <p>3. Provide staff development opportunities for teachers and conferences to increase appropriate practices to meet the needs of all children.</p> <p>4. All ELL students will receive specialized instruction for 30 minutes each day using district curriculum, students will be grouped in language level for appropriate support.</p> <p>5. All students will have access to 21st century devices and learning.</p>
Teacher conferences		\$10,000.00	Reading/Language Arts	<p>1. Teachers use leveled reading materials, F&P, Running Record, core material, daily guided reading groups, read aloud and self directed reading to teach students at their instructional level.</p> <p>2. Kindergarten instructional assistant allows teacher to engage in small group instruction with target students while aide works with groups of students.</p> <p>3. Provide staff development opportunities for teachers and conferences to increase appropriate practices to meet the needs of all children.</p> <p>4. All ELL students will receive specialized instruction for 30 minutes each day using district curriculum, students will be grouped in language level for appropriate support.</p> <p>5. All students will have access to 21st century devices and learning.</p>

Kathryn Hughes Elementary School

Kinder Instructional Assistant	1000-1999: Certificated Personnel Salaries	\$9,000.00	Reading/Language Arts	<p>1. Teachers use leveled reading materials, F&P, Running Record, core material, daily guided reading groups, read aloud and self directed reading to teach students at their instructional level.</p> <p>2. Kindergarten instructional assistant allows teacher to engage in small group instruction with target students while aide works with groups of students.</p> <p>3. Provide staff development opportunities for teachers and conferences to increase appropriate practices to meet the needs of all children.</p> <p>4. All ELL students will receive specialized instruction for 30 minutes each day using district curriculum, students will be grouped in language level for appropriate support.</p> <p>5. All students will have access to 21st century devices and learning.</p>
family fun nights, translation,		\$1,000.00	School Climate	<p>1. Hughes will provide translated documents using TransACT materials and software applications. Also translation through the district in writing and voice.</p> <p>2. Hughes will promote parent participation by proposing Family Fun Nights in our community, increasing student attendance, positive behavior intervention systems, and family nights with emphasis on academic achievement.</p> <p>3. Hughes will work with all of our Kindergarten parents to encourage them to fulfill 4 hours of parent participation a month.</p> <p>4 Students will have the opportunity to see a counselor : either 1:1 or in groups to address the needs of the entire child. And, to support families with connections to outside resources.</p>

Kathryn Hughes Elementary School

Student Planners	\$800.00	School Climate	<ol style="list-style-type: none">1. Parent run Project Cornerstone program teaching personal assets.2. Provide assemblies that educate about wildlife, Math, Science and Culture to motivate and increase academic achievement.3. All 5th grade students will participate in the Santa Clara Police Department's DARE program4. Fifth grade students will have the opportunity to participate in the School Safety Patrol; provide safety patrol materials and training to support program.5. Annual fee for SWSS (behavior management system for PBIS). PBIS uses prizes and awards for social emotional growth and positive behavior growth for students. Leadership team will be paid for time over adjunct duties and contractual.
Prizes for PBIS and Asset awards	\$2,000.00	School Climate	<ol style="list-style-type: none">1. Parent run Project Cornerstone program teaching personal assets.2. Provide assemblies that educate about wildlife, Math, Science and Culture to motivate and increase academic achievement.3. All 5th grade students will participate in the Santa Clara Police Department's DARE program4. Fifth grade students will have the opportunity to participate in the School Safety Patrol; provide safety patrol materials and training to support program.5. Annual fee for SWSS (behavior management system for PBIS). PBIS uses prizes and awards for social emotional growth and positive behavior growth for students. Leadership team will be paid for time over adjunct duties and contractual.

Kathryn Hughes Elementary School

SWSS annual fee	\$570.00	School Climate	<ol style="list-style-type: none">1. Parent run Project Cornerstone program teaching personal assets.2. Provide assemblies that educate about wildlife, Math, Science and Culture to motivate and increase academic achievement.3. All 5th grade students will participate in the Santa Clara Police Department's DARE program4. Fifth grade students will have the opportunity to participate in the School Safety Patrol; provide safety patrol materials and training to support program.5. Annual fee for SWSS (behavior management system for PBIS). PBIS uses prizes and awards for social emotional growth and positive behavior growth for students. Leadership team will be paid for time over adjunct duties and contractual.
PBIS leaders and classified meetings	\$5,000.00	School Climate	<ol style="list-style-type: none">1. Parent run Project Cornerstone program teaching personal assets.2. Provide assemblies that educate about wildlife, Math, Science and Culture to motivate and increase academic achievement.3. All 5th grade students will participate in the Santa Clara Police Department's DARE program4. Fifth grade students will have the opportunity to participate in the School Safety Patrol; provide safety patrol materials and training to support program.5. Annual fee for SWSS (behavior management system for PBIS). PBIS uses prizes and awards for social emotional growth and positive behavior growth for students. Leadership team will be paid for time over adjunct duties and contractual.

Kathryn Hughes Elementary School

PBIS conference

\$4,000.00 School Climate

1. Parent run Project Cornerstone program teaching personal assets.
2. Provide assemblies that educate about wildlife, Math, Science and Culture to motivate and increase academic achievement.
3. All 5th grade students will participate in the Santa Clara Police Department's DARE program
4. Fifth grade students will have the opportunity to participate in the School Safety Patrol; provide safety patrol materials and training to support program.
5. Annual fee for SWSS (behavior management system for PBIS). PBIS uses prizes and awards for social emotional growth and positive behavior growth for students. Leadership team will be paid for time over adjunct duties and contractual.

Targeted Allocation Total Expenditures: \$111,660.00

Targeted Allocation Allocation Balance: \$5,340.00

Funding Source: Title I Part A: Basic Grants Low-Income and Neglected

\$96,000.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
LIT specialist K-2 (25%)	1000-1999: Certificated Personnel Salaries	\$35,000.00	Reading/Language Arts	<ol style="list-style-type: none"> 1. Intervention programs during and after school: Soaring to Success and Small Group support in ELA. We have a 50% LLI specialist to work with students in 3-5th grades to improve reading skills. A LIT and RR specialist @25% will work with students k-2. 2. Raz kids for reading support, writing and Science and other web based programs for younger students through the district. 3. Special education access to materials, curriculum and testing materials for our Mod/severe SAI classrooms.

Kathryn Hughes Elementary School

LLI specialist 3-5 (50%)	\$60,000.00	Reading/Language Arts	<p>1.Intervention programs during and after school: Soaring to Success and Small Group support in ELA. We have a 50% LLI specialist to work with students in 3-5th grades to improve reading skills. A LIT and RR specialist @25% will work with students k-2.</p> <p>2. Raz kids for reading support, writing and Science and other web based programs for younger students through the district.</p> <p>3. Special education access to materials, curriculum and testing materials for our Mod/severe SAI classrooms.</p>
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Title I Part A: Basic Grants Low-Income and Neglected Total Expenditures: \$95,000.00

Title I Part A: Basic Grants Low-Income and Neglected Allocation Balance: \$1,000.00

Funding Source: Title I Part A: Parent Involvement \$980.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
family works shop		\$977.00	English Language Learners	<p>1. Provide Translation for parents.</p> <p>2. Purchase materials for English Learner Advisory Committee (supplies, food, and translation services).</p> <p>3. Provide ESL classes for all parents who want to learn English on our campus</p>

Title I Part A: Parent Involvement Total Expenditures: \$977.00

Title I Part A: Parent Involvement Allocation Balance: \$3.00

Kathryn Hughes Elementary School Total Expenditures: \$207,637.00