



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Eden Gardens Elementary	01611926090583	May 1, 2024	May 22, 2024

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

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

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

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

This plan is being used by Eden Gardens Elementary for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

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

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Plan Description

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

This plan is being used by Eden Gardens Elementary for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Eden Gardens ES developed this plan in conjunction with HUSD's LCAP and Strategic Plans, which both center around the following 4 goals:

1. Deeper Learning -- HUSD will increase students' deeper learning experiences, particularly for our underserved students, by building staff capacity to teach and interact with students in culturally responsive ways.
2. Relationship-Centered Schools -- HUSD will work collaboratively with families, community partners, and staff to increase student access to the social and emotional support they need, particularly through positive relationships, trauma-informed care, and a focus on equity.
3. Service Excellence -- HUSD will create a welcoming environment and positive experiences and outcomes for our diverse community by recruiting and retaining highly qualified staff and providing training and support on achieving service excellence.
4. Operational Sustainability -- HUSD will create and implement comprehensive facilities, safety, and technology plans that ensure equitable and sustainable upgrades.

These 4 goals align with the State's LCFF goals, which are: Basic Services, Implementation of State Standards, Parent Involvement, Pupil Achievement, Pupil Engagement, School Climate, Course Access, and Other Pupil Outcomes.

Therefore, all of the goals listed in this Plan are developed to meet State and ESSA requirements, as measured by both local and state metrics.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Shared data and created a draft plan at:

- Monthly School Site Council (SSC) meetings
- Principal Coffee
- English Learner Advisory Committee (ELAC) meeting
- English Language Learner Master Plan presentation to stakeholders in March 2023.
- The plan was presented to the Site-Based Decision-Making Team, Eden Gardens Staff, English Learner Advisory Committee, and School Site Council for approval.

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.

This year, we had multiple inequities come to the forefront during stakeholder meetings and day-to-day comments from teachers. One inequity identified due to the needs assessment is additional funding to pay for ELA, ELL, and Math Intervention for students. Another inequity is the inability to fund a full-time Elementary Intervention Counselor to provide social and emotional health support for students. Finally, due to the pandemic and not allowing parents and community members on campus we need to focus our efforts to reengage parents and bring our community together to enhance the learning of our students.

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.

English Learners Progress Placement Red, Chronic Absenteeism declined and declined significantly, Suspension Rate increased for all populations, ELA maintained for all populations, Math maintained for Filipino & Hispanic, increased for English Learners, increased significantly for Socioeconomically Disadvantaged

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.

Other Needs

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

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	0.21%	0%		1	0
African American	6.0%	4.72%	5.61%	31	23	27
Asian	11.1%	12.11%	8.73%	57	59	42
Filipino	15.8%	14.58%	13.1%	81	71	63
Hispanic/Latino	48.0%	52.16%	53.64%	246	254	258
Pacific Islander	4.7%	3.08%	3.95%	24	15	19
White	5.1%	4.93%	6.03%	26	24	29
Multiple/No Response	9.2%	8.01%	8.32%	47	39	40
Total Enrollment				513	487	481

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	92	79	82
Grade 1	76	77	60
Grade 2	68	64	72
Grade3	74	69	57
Grade 4	74	69	73
Grade 5	70	65	73
Grade 6	59	64	64
Total Enrollment	513	487	481

Conclusions based on this data:

1. Over the last three years our enrollment continues to decline slightly each year.
2. Enrollment had dropped significantly in the upper grades (5th and 6th)
3. Due to the pandemic, enrollment decline has intensified.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners (EL)	120	110	108	23.40%	22.6%	22.5%
Fluent English Proficient (FEP)	45	68	69	8.80%	14.0%	14.3%
Reclassified Fluent English Proficient (RFEP)	1			0.8%		

Conclusions based on this data:

1. A review of the data shows that English Learner's enrollment had declined slightly over a three year period.
2. A review of the data shows that the Reclassification of students has declined.
3. A review of English Learners and student data (i.e., ELPAC, CAASP, Report Cards) aids in identifying what supports the students need to move toward English Proficiency.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	73	73	58		70	58		70	58		95.9	100.0
Grade 4	68	69	75		68	71		68	71		98.6	94.7
Grade 5	70	61	71		59	71		59	71		96.7	100.0
Grade 6	60	61	58		57	56		57	56		93.4	96.6
All Grades	271	264	262		254	256		254	256		96.2	97.7

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2391.	2367.		17.14	10.34		18.57	22.41		25.71	17.24		38.57	50.00
Grade 4		2444.	2444.		10.29	15.49		25.00	33.80		35.29	12.68		29.41	38.03
Grade 5		2443.	2471.		5.08	11.27		23.73	23.94		22.03	33.80		49.15	30.99
Grade 6		2480.	2462.		3.51	3.57		28.07	25.00		31.58	23.21		36.84	48.21
All Grades	N/A	N/A	N/A		9.45	10.55		23.62	26.56		28.74	21.88		38.19	41.02

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		7.14	5.17		52.86	55.17		40.00	39.66
Grade 4		13.24	15.49		73.53	57.75		13.24	26.76
Grade 5		11.86	8.45		59.32	70.42		28.81	21.13
Grade 6		5.26	5.36		57.89	53.57		36.84	41.07
All Grades		9.45	8.98		61.02	59.77		29.53	31.25

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Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		15.71	8.62		44.29	50.00		40.00	41.38
Grade 4		2.94	9.86		70.59	54.93		26.47	35.21
Grade 5		3.39	8.45		52.54	67.61		44.07	23.94
Grade 6		5.26	1.79		52.63	53.57		42.11	44.64
All Grades		7.09	7.42		55.12	57.03		37.80	35.55

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Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		4.29	3.45		75.71	74.14		20.00	22.41
Grade 4		10.29	7.04		77.94	78.87		11.76	14.08
Grade 5		0.00	8.45		81.36	76.06		18.64	15.49
Grade 6		7.02	3.57		71.93	66.07		21.05	30.36
All Grades		5.51	5.86		76.77	74.22		17.72	19.92

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		12.86	12.07		57.14	50.00		30.00	37.93
Grade 4		8.82	14.08		73.53	67.61		17.65	18.31
Grade 5		8.47	7.04		61.02	64.79		30.51	28.17
Grade 6		10.53	8.93		77.19	58.93		12.28	32.14
All Grades		10.24	10.55		66.93	60.94		22.83	28.52

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Conclusions based on this data:

1. Review of CAASPP results show 37% of students met or exceeded the standard for ELA. This is a 4% increase from last year. 41% of students are below the standard in English Language Arts.
2. A review of CAASPP results shows a 1.7% increase in students not meeting standards in Reading and a 2.25% decrease in Writing.
3. Review of CAASPP results show a 2% increase in students not meeting standard in Listening and 5.7% increase in Research/Inquiry.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	73	73	58		71	58		71	58		97.3	100.0
Grade 4	68	69	75		68	71		68	71		98.6	94.7
Grade 5	70	61	71		59	71		59	71		96.7	100.0
Grade 6	60	61	58		58	57		58	57		95.1	98.3
All Grades	271	264	262		256	257		256	257		97.0	98.1

* 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2382.	2379.		7.04	5.17		19.72	13.79		30.99	34.48		42.25	46.55
Grade 4		2422.	2432.		4.41	8.45		19.12	18.31		33.82	32.39		42.65	40.85
Grade 5		2419.	2447.		3.39	9.86		6.78	4.23		22.03	23.94		67.80	61.97
Grade 6		2454.	2433.		3.45	1.75		10.34	8.77		34.48	26.32		51.72	63.16
All Grades	N/A	N/A	N/A		4.69	6.61		14.45	11.28		30.47	29.18		50.39	52.92

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		9.86	6.90		46.48	44.83		43.66	48.28
Grade 4		7.35	12.68		47.06	43.66		45.59	43.66
Grade 5		5.08	9.86		20.34	29.58		74.58	60.56
Grade 6		3.45	1.75		37.93	31.58		58.62	66.67
All Grades		6.64	8.17		38.67	37.35		54.69	54.47

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Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		11.27	5.17		49.30	43.10		39.44	51.72
Grade 4		4.41	7.04		50.00	60.56		45.59	32.39
Grade 5		3.39	2.82		37.29	53.52		59.32	43.66
Grade 6		3.45	1.75		51.72	42.11		44.83	56.14
All Grades		5.86	4.28		47.27	50.58		46.88	45.14

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Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		12.68	5.17		59.15	58.62		28.17	36.21
Grade 4		7.35	11.27		41.18	47.89		51.47	40.85
Grade 5		1.69	7.04		47.46	53.52		50.85	39.44
Grade 6		1.72	3.51		63.79	56.14		34.48	40.35
All Grades		6.25	7.00		52.73	53.70		41.02	39.30

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Conclusions based on this data:

1. Review of CAASPP data indicates 18% of students met or exceeded standard for Math. 53% of students are below the standard in Math.
2. CAASPP data indicates an overall 1.74% decrease in the percentage of students below standards in Problem Solving & Modeling/Data Analysis.
3. CAASPP data indicates an overall 1.72% decrease in the percentage of students below standards in Communicating Reasoning.

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 \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	1406.3	1386.1	*	1414.0	1400.7	*	1387.9	1351.8	8	23	23
1	1501.2	1438.6	1397.8	1500.9	1460.8	1398.1	1500.8	1416.1	1396.9	16	17	17
2	*	1489.8	1460.7	*	1498.9	1479.0	*	1480.0	1442.1	8	18	19
3	1469.8	1477.3	1477.9	1475.3	1488.8	1491.3	1463.8	1464.9	1463.9	21	12	15
4	1439.7	1532.3	1485.5	1447.4	1547.3	1485.9	1431.6	1516.8	1484.7	13	18	14
5	*	1520.6	1532.9	*	1536.9	1547.2	*	1503.9	1518.2	12	11	12
6	*	1528.2	*	*	1532.1	*	*	1524.0	*	8	14	9
All Grades										86	113	109

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Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	8.70	8.70	*	26.09	21.74	*	52.17	34.78	*	13.04	34.78	*	23	23
1	45.45	0.00	0.00	27.27	29.41	17.65	18.18	52.94	52.94	9.09	17.65	29.41	11	17	17
2	*	11.11	5.26	*	55.56	42.11	*	22.22	42.11	*	11.11	10.53	*	18	19
3	27.78	0.00	13.33	38.89	41.67	40.00	16.67	41.67	20.00	16.67	16.67	26.67	18	12	15
4	9.09	38.89	0.00	36.36	44.44	50.00	27.27	16.67	21.43	27.27	0.00	28.57	11	18	14
5	*	18.18	16.67	*	18.18	41.67	*	54.55	33.33	*	9.09	8.33	*	11	12
6	*	14.29	*	*	42.86	*	*	35.71	*	*	7.14	*	*	14	*
All Grades	17.39	13.27	6.42	50.72	37.17	33.03	20.29	38.94	38.53	11.59	10.62	22.02	69	113	109

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Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	4.35	8.70	*	47.83	26.09	*	30.43	30.43	*	17.39	34.78	*	23	23
1	72.73	23.53	5.88	18.18	29.41	23.53	0.00	41.18	35.29	9.09	5.88	35.29	11	17	17
2	*	50.00	21.05	*	22.22	47.37	*	16.67	26.32	*	11.11	5.26	*	18	19
3	50.00	16.67	40.00	33.33	66.67	33.33	5.56	8.33	13.33	11.11	8.33	13.33	18	12	15
4	36.36	72.22	14.29	36.36	27.78	50.00	0.00	0.00	21.43	27.27	0.00	14.29	11	18	14
5	*	45.45	50.00	*	45.45	33.33	*	9.09	16.67	*	0.00	0.00	*	11	12
6	*	35.71	*	*	50.00	*	*	7.14	*	*	7.14	*	*	14	*
All Grades	47.83	34.51	22.02	36.23	39.82	37.61	5.80	17.70	22.94	10.14	7.96	17.43	69	113	109

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	8.70	0.00	*	8.70	13.04	*	56.52	47.83	*	26.09	39.13	*	23	23
1	36.36	0.00	0.00	36.36	0.00	5.88	0.00	64.71	35.29	27.27	35.29	58.82	11	17	17
2	*	5.56	5.26	*	55.56	21.05	*	16.67	52.63	*	22.22	21.05	*	18	19
3	11.11	0.00	0.00	27.78	16.67	20.00	33.33	41.67	40.00	27.78	41.67	40.00	18	12	15
4	0.00	11.11	0.00	18.18	27.78	14.29	27.27	38.89	42.86	54.55	22.22	42.86	11	18	14
5	*	0.00	8.33	*	27.27	8.33	*	27.27	58.33	*	45.45	25.00	*	11	12
6	*	7.14	*	*	21.43	*	*	50.00	*	*	21.43	*	*	14	*
All Grades	10.14	5.31	1.83	27.54	22.12	12.84	31.88	43.36	44.04	30.43	29.20	41.28	69	113	109

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Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	4.35	8.70	*	73.91	43.48	*	21.74	47.83	*	23	23
1	45.45	17.65	5.88	54.55	82.35	64.71	0.00	0.00	29.41	11	17	17
2	*	16.67	10.53	*	66.67	63.16	*	16.67	26.32	*	18	19
3	27.78	16.67	13.33	50.00	83.33	60.00	22.22	0.00	26.67	18	12	15
4	18.18	55.56	14.29	54.55	44.44	50.00	27.27	0.00	35.71	11	18	14
5	*	0.00	16.67	*	90.91	75.00	*	9.09	8.33	*	11	12
6	*	21.43	*	*	57.14	*	*	21.43	*	*	14	*
All Grades	22.39	19.47	10.09	64.18	69.91	58.72	13.43	10.62	31.19	67	113	109

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Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	13.04	0.00	*	69.57	82.61	*	17.39	17.39	*	23	23
1	81.82	29.41	11.76	9.09	58.82	47.06	9.09	11.76	41.18	11	17	17
2	*	61.11	73.68	*	33.33	21.05	*	5.56	5.26	*	18	19
3	77.78	58.33	60.00	11.11	33.33	33.33	11.11	8.33	6.67	18	12	15
4	63.64	83.33	50.00	18.18	16.67	42.86	18.18	0.00	7.14	11	18	14
5	*	100.00	91.67	*	0.00	0.00	*	0.00	8.33	*	11	12
6	*	78.57	*	*	14.29	*	*	7.14	*	*	14	*
All Grades	71.01	55.75	46.79	18.84	36.28	39.45	10.14	7.96	13.76	69	113	109

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Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	9.09	0.00	*	81.82	69.57	*	9.09	30.43	*	22	23
1	54.55	0.00	5.88	18.18	47.06	35.29	27.27	52.94	58.82	11	17	17
2	*	11.11	10.53	*	72.22	63.16	*	16.67	26.32	*	18	19
3	16.67	0.00	0.00	61.11	33.33	46.67	22.22	66.67	53.33	18	12	15
4	0.00	11.11	0.00	54.55	66.67	64.29	45.45	22.22	35.71	11	18	14
5	*	0.00	8.33	*	45.45	75.00	*	54.55	16.67	*	11	12
6	*	14.29	*	*	35.71	*	*	50.00	*	*	14	*
All Grades	18.84	7.14	3.67	53.62	58.04	55.05	27.54	34.82	41.28	69	112	109

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	13.04	4.55	*	47.83	40.91	*	39.13	54.55	*	23	22
1	0.00	0.00	0.00	66.67	70.59	64.71	33.33	29.41	35.29	3	17	17
2	*	22.22	15.79	*	55.56	68.42	*	22.22	15.79	*	18	19
3	22.22	8.33	13.33	50.00	50.00	60.00	27.78	41.67	26.67	18	12	15
4	9.09	22.22	7.14	45.45	61.11	42.86	45.45	16.67	50.00	11	18	14
5	*	18.18	25.00	*	45.45	50.00	*	36.36	25.00	*	11	12
6	*	28.57	*	*	64.29	*	*	7.14	*	*	14	*
All Grades	17.86	15.93	9.26	55.36	56.64	57.41	26.79	27.43	33.33	56	113	108

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. Based on this data, 6.42% of the site's English Learners were proficient at level 4. This is a 51.6% decrease from the previous year.
2. Majority of students are remaining neutral, meaning they scored at the same level both years for that section of the test. The most needy area is in oral language at the primary grades, followed by listening.
3. The data shows that at all grade levels, we must focus on providing more targeted instruction to scaffold and support our English Learner's academic achievement in all domains: listening, speaking, reading, and writing. This strategic support needs to happen in all content areas to see increased English Proficiency.

School and Student Performance Data

California School Dashboard Student Population

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

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
481	61.7	22.5	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Eden Gardens Elementary.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	108	22.5
Foster Youth		
Homeless	8	1.7
Socioeconomically Disadvantaged	297	61.7
Students with Disabilities	45	9.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	27	5.6
Asian	42	8.7
Filipino	63	13.1
Hispanic	258	53.6
Two or More Races	40	8.3
Pacific Islander	19	4
White	29	6

Conclusions based on this data:

- 22% of students are English Learners.

2. 62% of students are Socioeconomically Disadvantaged.
3. 9% of students are Students with Disabilities and 1.7% are Homeless.

School and Student Performance Data

Overall Performance

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

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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.”



2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. The recent review of site data shows that our suspension rate has increased this school year. Chronic Absenteeism has declined. Academic performance in Mathematics and English Language Arts are both low.
2. More improvement is needed in English Language Arts and increasing English Learner Progress
3. Improvement needed In Mathematics

School and Student Performance Data

Academic Performance English Language Arts

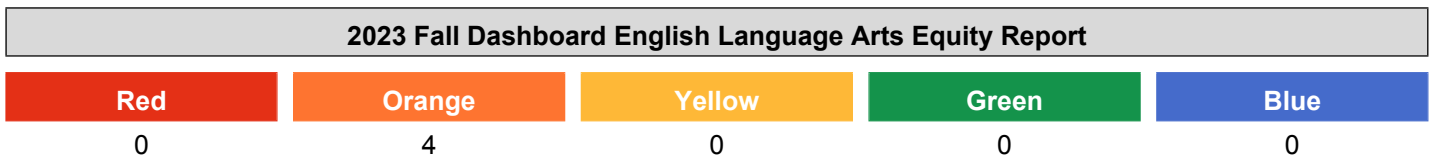
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This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>43.6 points below standard</p> <p>Maintained -1.1 points</p> <p>252 Students</p>	<p>English Learners</p> <p>Orange</p> <p>56.3 points below standard</p> <p>Maintained +1.4 points</p> <p>90 Students</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>Less than 11 Students</p> <p>4 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>56.1 points below standard</p> <p>Maintained +2.4 points</p> <p>161 Students</p>	<p>Students with Disabilities</p> <p>103.1 points below standard</p> <p>Increased +12.6 points</p> <p>31 Students</p>

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>82.6 points below standard</p> <p>Decreased Significantly - 26.4 points</p> <p>13 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p>16.5 points below standard</p> <p>Maintained -2.4 points</p> <p>25 Students</p>	<p></p> <p>Orange</p> <p>23.5 points below standard</p> <p>Decreased -6.5 points</p> <p>37 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p></p> <p>Orange</p> <p>56.6 points below standard</p> <p>Maintained -1 points</p> <p>134 Students</p>	<p>28.5 points below standard</p> <p>Increased +9.8 points</p> <p>19 Students</p>	<p>Less than 11 Students</p> <p>10 Students</p>	<p>22.1 points below standard</p> <p>Increased Significantly +24.6 points</p> <p>14 Students</p>

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>111.9 points below standard</p> <p>Decreased -10.3 points</p> <p>45 Students</p>	<p>0.6 points below standard</p> <p>Decreased -5.6 points</p> <p>45 Students</p>	<p>40.2 points below standard</p> <p>Maintained -1.7 points</p> <p>151 Students</p>

Conclusions based on this data:

- The review of English Language Arts Performance data indicates that students overall are 43.6 points below the standard.
- English Language Arts Performance data shows that English Learners are 56.3 points below standard which is an increase of 1.4 points from last year.
- English Language Arts Performance data shows that Students with Disabilities are 103.1 points below standard, which is an increase of 12.6 points from last year.

School and Student Performance Data

Academic Performance Mathematics

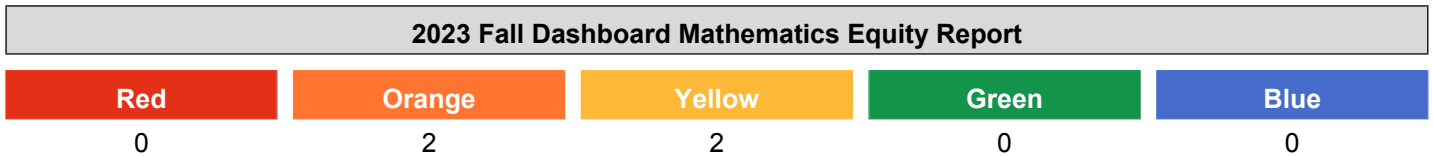
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group															
<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">All Students</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Yellow</td> </tr> <tr> <td style="background-color: #e6f2ff;">73.4 points below standard</td> </tr> <tr> <td>Increased +6.2 points</td> </tr> <tr> <td>252 Students</td> </tr> </tbody> </table>	All Students	 Yellow	73.4 points below standard	Increased +6.2 points	252 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">English Learners</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Yellow</td> </tr> <tr> <td style="background-color: #e6f2ff;">78.3 points below standard</td> </tr> <tr> <td>Increased +8.3 points</td> </tr> <tr> <td>90 Students</td> </tr> </tbody> </table>	English Learners	 Yellow	78.3 points below standard	Increased +8.3 points	90 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Foster Youth</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> No Performance Color</td> </tr> <tr> <td>0 Students</td> </tr> </tbody> </table>	Foster Youth	 No Performance Color	0 Students
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Homeless															
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31 Students															

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>93.2 points below standard</p> <p>Increased Significantly +40 points</p> <p>13 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p>21.9 points below standard</p> <p>Increased Significantly +21.4 points</p> <p>25 Students</p>	<p></p> <p>Orange</p> <p>50.3 points below standard</p> <p>Maintained +0.5 points</p> <p>37 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p></p> <p>Orange</p> <p>90.1 points below standard</p> <p>Maintained +1.6 points</p> <p>134 Students</p>	<p>62.8 points below standard</p> <p>Increased +12.9 points</p> <p>19 Students</p>	<p>Less than 11 Students</p> <p>10 Students</p>	<p>49.4 points below standard</p> <p>Increased +8.2 points</p> <p>14 Students</p>

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>110.6 points below standard</p> <p>Increased +5.6 points</p> <p>45 Students</p>	<p>46 points below standard</p> <p>Maintained -1.6 points</p> <p>45 Students</p>	<p>73.1 points below standard</p> <p>Increased +6.1 points</p> <p>151 Students</p>

Conclusions based on this data:

- The review of Mathematics Performance data indicates that students overall are 73.4 points below the standard in Mathematics which is an increase of 6.2 points from last year.
- Math Performance data indicates that English Learners are 78.3 points below standard which is an increase of 8.3 points from last year.
- Math Performance data indicates that Students with Disabilities are 108.7 points below standard which is an increase of 35.8 points from last year.

School and Student Performance Data

Academic Performance English Learner Progress

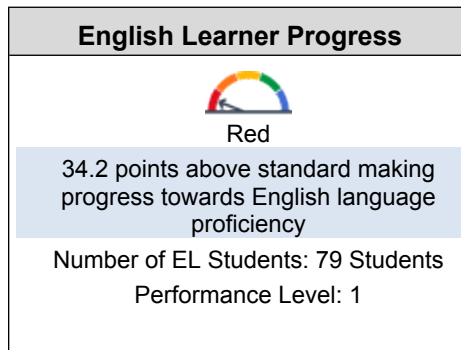
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator



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

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
22	30	0	27

Conclusions based on this data:

1. The review of English Learner Progress indicates that 34% of students are making progress.
2. English Learner Progress Indicator indicates 22 students decreased one ELPI Level.
3. English Learner Progress Indicator indicates 27 students progressed one ELPI level.

School and Student Performance Data

Academic Performance College/Career Report

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

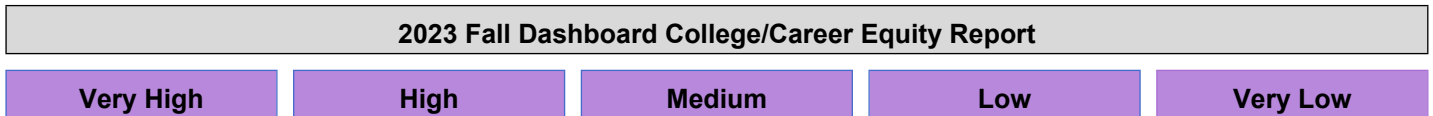
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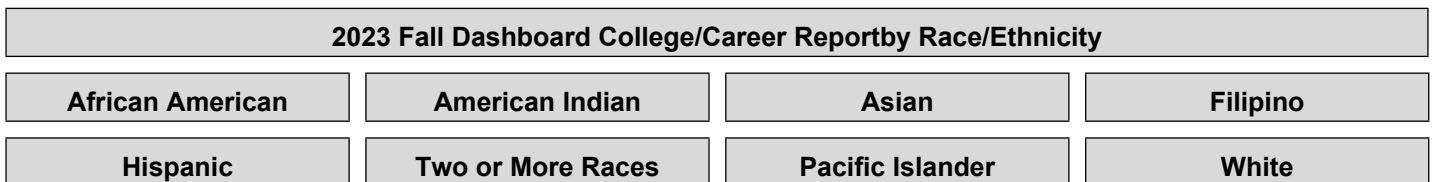
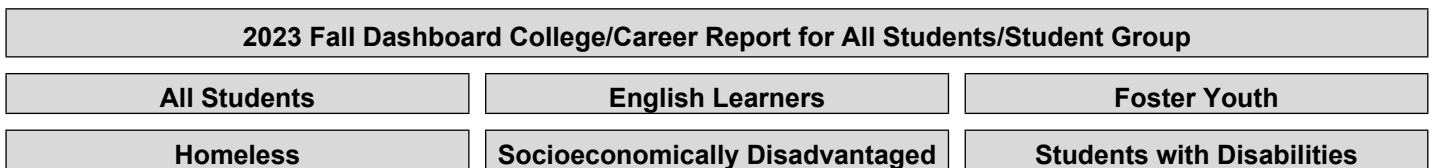
This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low Low Medium High Very High
Lowest Performance Highest Performance

This section provides number of student groups in each level.



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



Conclusions based on this data:

1. NA
2. NA
3. NA

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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

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 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students Yellow 33.1% Chronically Absent Declined Significantly -18.8 502 Students	English Learners Orange 30.8% Chronically Absent Declined -25.8 130 Students	Foster Youth No Performance Color 0 Students
Homeless 54.5% Chronically Absent 0 11 Students	Socioeconomically Disadvantaged Yellow 38.6% Chronically Absent Declined Significantly -25 334 Students	Students with Disabilities Orange 42.4% Chronically Absent Declined -15.5 59 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>35.7% Chronically Absent</p> <p>Declined -12.4</p> <p>28 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p></p> <p>Orange</p> <p>23.3% Chronically Absent</p> <p>Declined -11.2</p> <p>43 Students</p>	<p></p> <p>Orange</p> <p>23.9% Chronically Absent</p> <p>Declined -15.6</p> <p>67 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p></p> <p>Yellow</p> <p>38.4% Chronically Absent</p> <p>Declined Significantly -19.2</p> <p>271 Students</p>	<p></p> <p>Orange</p> <p>20.5% Chronically Absent</p> <p>Declined -32</p> <p>44 Students</p>	<p>50% Chronically Absent</p> <p>Declined -26.5</p> <p>18 Students</p>	<p>25.8% Chronically Absent</p> <p>Declined -28.4</p> <p>31 Students</p>

Conclusions based on this data:

1. The review of CAASPP data indicates 33.1 % of students are chronically absent which is a significant decline of 18.8%.
2. All student groups had a decline in chronic absenteeism.
3. The most significant decline in chronic absenteeism is with our socioeconomically disadvantaged group with a decline of 25%.

School and Student Performance Data

Conditions & Climate Suspension Rate

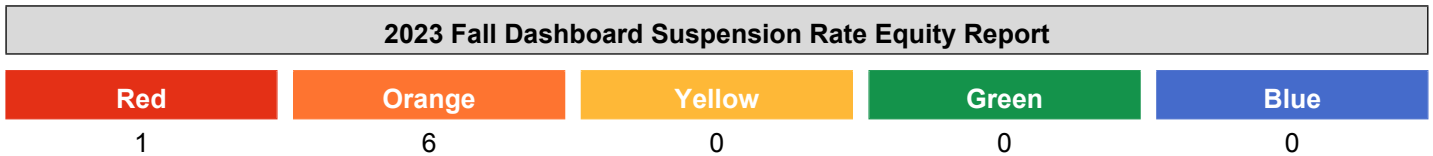
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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






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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  <p>Orange</p> <p>2.9% suspended at least one day</p> <p>Increased Significantly 2.5 519 Students</p>	<p>English Learners</p>  <p>Orange</p> <p>2.1% suspended at least one day</p> <p>Increased 2.1 141 Students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>9.1% suspended at least one day</p> <p>11 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Red</p> <p>3.4% suspended at least one day</p> <p>Increased Significantly 3.1 348 Students</p>	<p>Students with Disabilities</p>  <p>Orange</p> <p>1.7% suspended at least one day</p> <p>Increased 1.7 60 Students</p>

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>7.1% suspended at least one day</p> <p>Increased 7.1 28 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p></p> <p>Orange</p> <p>1.9% suspended at least one day</p> <p>Increased 1.9 52 Students</p>	<p></p> <p>Orange</p> <p>1.5% suspended at least one day</p> <p>Increased 1.5 67 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p></p> <p>Orange</p> <p>2.2% suspended at least one day</p> <p>Increased 1.4 278 Students</p>	<p></p> <p>Orange</p> <p>2.2% suspended at least one day</p> <p>Increased 2.2 45 Students</p>	<p>5.6% suspended at least one day</p> <p>Increased 5.6 18 Students</p>	<p>9.7% suspended at least one day</p> <p>Increased 9.7 31 Students</p>

Conclusions based on this data:

1. The review of CAASPP data indicates our suspension rate was very high for 2022-2023 school year.
2. There was an increase in suspensions in all groups.
3. Review the suspension data and identify where more support is needed.

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.

Deeper Learning -- Language and Literacy

Deeper Learning -- Language and Literacy: All students will receive literacy instruction that is tailored to their needs through an equity lens, as measured on State (CAASPP ELA) and local assessments. All students will increase their performance on CAASPP ELA by five percent.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LEA Goal.

21st Century Success in ELA: All students will master the Common Core Standards in English Language Arts or demonstrate growth towards mastery.

LCAP Goal:

All students master the Common Core State Standards as demonstrated on the new Smarter Balanced Assessment.

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.

Increase students performance in English Language Arts

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 Results Benchmark Assessment Universal Screener Assessment Lexia Data	Overall 5% decrease in percent of students not meeting standards in English Language Arts	Overall 5% decrease in the percent of students not meeting standards in English Language Arts

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	<ul style="list-style-type: none"> Eden Gardens will provide teachers with additional collaboration time regularly to analyze assessment data and determine 	All Students	12,765.00 LCFF

	<p>the next steps, including intervention/acceleration for students who would benefit from it, with a focus on equity for all students. Eden Gardens will continue implementing interventions, screening, progress monitoring, and data-driven decision-making as part of a multi-level prevention system that is aligned with the RTI framework.</p> <ul style="list-style-type: none"> Teachers, Cost Specialists, and the COST team will review student referrals and create a plan of action to support their academic needs. The COST team will meet a minimum of two times per month. A process will be developed to determine which students need intensive academic support and what will be included in the action plan. Eden Gardens will provide intervention services to identified students based on our data, including significant subgroup (ELL, Hispanic, Socio-Economic Disadvantaged) students, African-American students and Students with Disabilities. Intervention services will be provided by the school's EL Specialist, the Intervention Teacher, and the SIP Assistant after school hours. Intervention outside of school time will be provided to non-proficient students via Lexia and LLI programs. The role of the Library Technician will be pivotal in transforming our school library into a vibrant hub of knowledge and exploration. Their primary objective will be to create an inviting and resource-rich environment where students can immerse themselves in literature, conduct meaningful research, and cultivate a passion for reading. Moreover, the Library Technician will collaborate with teachers to integrate library resources into the curriculum, facilitating cross-disciplinary learning experiences that enhance students' understanding of core concepts and promote deeper exploration of subject matter. 		<p>9250.00 Title I</p> <p>14,005.00 Title I</p> <p>17691.00 LCFF</p>
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Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

A teacher survey showed that Lexia is being used by a majority of teachers including the intervention teacher and there was a 4% increase in students that met or exceeded ELA standards.

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

None

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 will add the role of the library technician to elevate student achievement and instill a lifelong appreciation for the power of knowledge and the joy of reading.

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.

Deeper Learning -- Mathematics

Deeper Learning -- Mathematics: All students will receive mathematics instruction that is tailored to their needs, through an equity lens, as measured on State (CAASPP Math) and local assessments. All students will increase performance on CAASPP Math by five percent.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LEA Goal:

- 21st Century Success in Math: All students will master the Common Core Standards in Math or demonstrate growth towards mastery.

LCAP Goal:

- All students master the Common Core State Standards as demonstrated on the new Smarter Balanced Assessment

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.

Increase student achievement in Math

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Results	Overall 5% decrease in the percent of students not meeting standards in Mathematics	Overall 5% decrease in the percent of students not meeting standards in Mathematics

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	<ul style="list-style-type: none"> • Eden Gardens will provide teachers with additional collaboration time regularly to analyze assessment data and determine the next steps, including intervention/acceleration for students who would benefit from it. 	All Students	

	<ul style="list-style-type: none"> Eden Gardens will continue to develop interventions, screening, progress monitoring and data-driven decision-making as part of a multi-level prevention system that is aligned with the RTI framework. Teachers, COST Specialists, and the COST team will review student referrals and create a plan of action to support their academic needs. The COST team will meet a minimum of two times per month. A process will be developed to determine which students need intensive academic or other support and what will be included in the action plan. <ul style="list-style-type: none"> Eden Gardens will provide intervention services to non-proficient students, including significant subgroup (ELL, Hispanic, Socio-Economic Disadvantaged) students, as well as African-American students and Students with Disabilities. Intervention services will be provided by the SIP Assistant after school hours. Intervention during the school day and after school will be provided to non-proficient students by teachers and SIP Assistant. 		
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Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

There was a 1.7% decrease in percentage of students below standards in math.

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

None

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 will no longer be using Dreambox as a teacher survey and usage data showed that it was not being used by teachers. We will provide math intervention in other ways including a math tutor from nearby colleges.

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.

Deeper Learning -- English Language Development

Deeper Learning -- English Language Development: English Learners will receive instruction, through an equity lens, that will increase their performance on the English Language Proficiency Assessment for California (ELPAC), as measured by the English Learner Progress Indicator (ELPI) on the California School Dashboard, by 5 percents.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LEA Goal:

- 21st Century Success for English Learners An increasing number of English learners will make annual progress towards demonstrating proficiency in English and mastering the Common Core Standards or demonstrate growth towards mastery.

LCAP Goal:

- All students master the Common Core State Standards as demonstrated on the new Smarter Balanced Assessment

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.

Increasing the number of EL students becoming English Proficient

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
ELPAC	Continue to increase the number of English Learners reclassified as English Proficient.	Increase the number of English Learners being Reclassified as English Proficient

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	<ul style="list-style-type: none"> Eden Gardens will provide teachers with additional collaboration time for teachers to plan Integrated and Designated ELD to fully support students' language proficiency and access to the content. 	English Language Learners	

	<ul style="list-style-type: none"> • EL students will attend daily English Language Development (ELD) classes to improve their language development skills. • Use Systematic ELD Instructional materials to advance students a minimum of one level of English proficiency annually. • Regularly monitor the English Language proficiency levels using ELPAC and ADEPT assessments. • Align resources to provide extended learning opportunities for students to develop English language skills. Align resources to provide the EL Specialist to offer LLI intervention support to EL learners who are reading at least two years below grade level. • The site ELL Specialists will coordinate and facilitate school-wide ELPAC assessments of English Language Learners, input assessments into Illuminate and develop ELD groupings., • Principal and EL Specialist, and other staff, as appropriate, will meet a minimum of one time per month to review reclassification data, local assessments, and any other student data related to ELL students. • Intervention teacher and ELL Specialist will provide Leveled Literacy Intervention to EL students 		
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Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Majority of students are remaining neutral, meaning they scored at the same level both years for that section of the test.

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

None

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.

None

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

Deeper Learning -- Visual and Performing Arts

Deeper Learning -- Visual and Performing Arts: Elementary teachers will implement VAPA activities (integrated or stand alone) on a monthly basis using a variety of discourse techniques.

Teacher will collaborate to create arts intergration lesson. Eden Gardens will continue with it Annual Art Showcase Night.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LEA Goal:

- 21st Century in School Climate: HUSD schools will ensure an appropriate and safe climate for all students.

LCAP Goal:

- Increase by 10% the number of students reporting feeling safe and reporting a caring relationship with an adult at school.

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.

All Students

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

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
4.1	Eden Gardens will promote arts integration by hosting performances, showcasing student work, providing teachers with arts integration professional development, and offering after school enrichment.	All Students	
4.2	In addition to the strategies above we will complete a Prop 28 Arts and Music In Schools plan for the 2024-2025 school year.	All Students	

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Our ILT team has been promoting art integration throughout the content areas based on monthly themes. We had an all school art show titled "Beyond the Brush" which was well attended by the community.

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

None

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.

Developing plan for Prop 28 funding

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

Relationship-Centered Schools -- School Climate and Social Emotional Learning

Relationship-Centered Schools -- School Climate and Social-Emotional Learning (SEL):

All students will have access to a safe and welcoming school environment. The school will promote a focus on the whole child by ensuring that all students have access to SEL-related strategies on a weekly basis, either through standalone SEL curriculum or culture/climate initiatives. Students will report a five percent increase in feelings of school connectedness on the California Healthy Kids Survey (CHKS). The school will determine how to measure student growth in SEL based on the SEL-related strategies the site implements.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LEA Goal:

- 21st Century Success for Attendance: HUSD will maintain 97% attendance at all sites

LCAP Goal:

- Increase average daily attendance by 1%

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.

Meet the district goal of 96% attendance

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
Suspension Data	Suspension Rate has quadrupled for 22-23 school year at this time	Decrease Suspension Rate by 5%
California Health Kids Survey	Data Not Available at this time	5% Increase in Feelings of School Connectedness
Positive Behavior Intervention Date	22-23 Suspensions Currently Stand at 20 Students	Decrease the number of students suspended 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

<p>5.1</p>	<p>Eden Gardens will provide teachers and staff with additional resources and professional development in Social-Emotional Learning practices. To dramatically improve school climate through various strategies, activities, initiatives, and events. These may include PBIS school year kick-off activities, Model Citizen recognition ceremonies, school-wide assemblies, regularly-scheduled COST team meetings, noon supervisor training, weekly STAR Tag award announcements, and student/staff recognition. As well as implementing an SST, RTI process, and training for staff. The school started Positive Behavior, Intervention, and Support (PBIS) and implemented this program school-wide. Continue PBIS Tier 2 team and Check-in / Check-out(CICO.) During 2022-2023</p> <p>The school continued implementing the CICO system during the school year and concurrently started the implementation of Tier 3 interventions. During the 2023-24 school year, the school will further refine the Tier 1, Tier 2, and Tier 3 approaches while additionally working on Tier 3 behavior intervention under the guidance of the Behavior Intervention Counselor. The school will continue to implement Restorative Practices, which will complement PBIS. The school's Behavior Intervention counselor will continue to conduct PD for staff on the Solutions Team Anti-Bullying program and Restorative Practices. The Principal, Assistant Principal, Counselor, and COST Specialists are currently trained and implementing Solution Teams.</p>	<p>All Students</p>	<p>28,105.00 Title I</p>
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Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

PBIS, COST, and Counselors have contributed to a positive climate and chronic absenteeism has decreased significantly

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

None

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.

None

Goals, Strategies, & Proposed Expenditures

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

Goal 6

Title and Description of School Goal

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

Relationship-Centered Schools -- Parent Engagement

Relationship-Centered Schools -- Parent Engagement: Eden Gardens will increase the number of parents participating in school activities, including parent advocacy groups and Family Night Events, by five percent.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Parental Involvement (Engagement)
Pupil Achievement (Pupil Outcomes)

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.

Eden Gardens is committed to closing the opportunity gap and providing equitable practices and policies for all students. This includes but is not limited to discipline policies, parent involvement, learning opportunities, and extracurricular activities. Eden Gardens and HUSD have worked this school year on training staff on equity and anti-racist and biased practices to create a safe and inclusive environment for all students based on racial, gender, and socio-economic needs. An initial commitment to this work has begun and will continue into the next school year and subsequent years.

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
Event sign-in sheets	Parent participation dropped to zero due to pandemic	5% Increase in the number of parents attending events and classes.

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
6.1	Eden Gardens will provide additional options and opportunities for parents to participate in school activities by offering more flexible timing, translation for parents, and more emphasis on parent-requested topics of discussion. The Parent Center will serve as the general location for parent/caretaker meetings, workshops, advisory group meetings, and a workspace for cleared parents/caretakers volunteering at the school.	All Students	1,368.00 LCFF 807.00 Title I

	<ul style="list-style-type: none"> Funds will be allocated for materials, supplies, parent meetings, training, and family night events. 		
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Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Our Family Engagement Specialist and COST Specialist worked together to provide family night events. Our PTSA hosted movie nights and family game nights. All events were well attended and beyond the 5% increase in number of parents attending events.

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

None

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 will increase communication to parents and families regarding events including multiple reminders.

Goals, Strategies, & Proposed Expenditures

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

Goal 7

Title and Description of School Goal

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

Relationship-Centered Schools -- Attendance and Chronic Absenteeism

Relationship-Centered Schools -- Attendance and Chronic Absenteeism: Eden Gardens will decrease chronic absenteeism by 5% in the 24-25 school year.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

The Hayward Unified School District provides centralized attendance support for school sites through its Child Welfare and Attendance (CWA) department, with a specific focus on students who are chronically absent. This work is done in collaboration with individual school sites in order to increase overall student attendance

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.

Continue to decrease chronic absenteeism for all student groups

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
Attendance Data	51.9% Chronically absent	Decrease Chronically absent students 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
7.1	<p>Eden Gardens staff will collaborate with the district's Child Welfare and Attendance division to reduce families' barriers to attendance, including early intervention and COST services.</p> <p>1. Student attendance will be regularly monitored and reported to the Principal,</p> <ul style="list-style-type: none"> Attendance Clerk to inform the Principal of students with excessive amounts of tardiness and/or absences Follow-up with the Attendance Clerk for chronically tardy and/or absent students Daily absence phone calls via Blackboard Connect 	All	

	<ul style="list-style-type: none"> • Weekly morning announcement broadcast of Top Attendance grade levels via all calls to the entire school. • Improved and Top Attendance recognition on a monthly and trimester basis • Top grade level with perfect attendance percentage (monthly) will be recognized. <p>2. Collaboration with school Behavior Intervention Counselor, COST, School Nurse, Attendance Clerk and CWA.</p> <ul style="list-style-type: none"> • Disseminate attendance data and strategies at parent meetings (PTA, AASAI, etc.) SSC meetings and ELAC meetings. • Include attendance articles monthly in the parent newsletter. • Home visits when necessary. • Parent Truancy Meetings, <p>3. Student-Centered positive promotion</p> <ul style="list-style-type: none"> • Monthly Awards for Perfect Attendance • Top grade level with the highest perfect monthly Attendance percentage will be awarded. • Classrooms with top attendance will be announced during Weekly Announcements. • Students with Improving and top attendance will be recognized each trimester with awards and certificates. • At the end of the year, all students with top attendance for the year will be recognized with a certificate. <p>4. Students who need to improve attendance will also be monitored closely for academic progress and recommended for academic interventions as needed.</p> <p>5. All applicable school staff will Increase communication of the importance of daily attendance and the impact of absences on students' parents and the community. This will be achieved by Monthly newsletters, attendance data presented in parent meetings (ELAC, PTA, SSC, African American Parent meetings, Staff meetings, etc.)</p>		
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Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Chronic absenteeism had a significant decline of 18.8% with the socioeconomically disadvantaged group having a decline of 25%.

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

None

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.

None

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	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$83,991.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00

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	\$52,167.00

Subtotal of additional federal funds included for this school: \$52,167.00

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 (\$)
LCFF	\$31,824.00

Subtotal of state or local funds included for this school: \$31,824.00

Total of federal, state, and/or local funds for this school: \$83,991.00

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
LCFF	31,824.00	0.00
Title I	52,167.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	31,824.00
Title I	52,167.00

Expenditures by Budget Reference

Budget Reference	Amount
	14,005.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF	31,824.00
	Title I	52,167.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	53,711.00
Goal 5	28,105.00
Goal 6	2,175.00

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
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Bryan Holbrook	Classroom Teacher
Lynette Nielsen	Classroom Teacher
Leah Ochoa	Other School Staff
Margaret Alfaro	Parent or Community Member
Jazmin Leon	Parent or Community Member
Jack Wu	Classroom Teacher
Jens Nielsen	Parent or Community Member
Donna Morris	Parent or Community Member
Ida Parlas	Parent or Community Member
Elaine Alvite	Principal

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 1, 2024.

Attested:



Principal, Elaine Alvite on 5/1/24



SSC Chairperson, Lynette Nielsen on 5/1/24