



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Eldridge Elementary School	01611926000947	03/19/2024	5/22/2024

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 Eldridge Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- 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 Eldridge Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Schoolwide Program

Eldridge Elementary School has 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 emotional supports 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 to 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 Eldridge Elementary School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Site met with the SSC to review SPSA, update and approve budgets, and create new SPSA for the 2024/2025 school year. We have also gathered feedback from various parent groups on campus including the English Learner Advisory Committee, Parent Teacher Organization, Parent Surveys, and Coffee with the Principal.

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.

Not Applicable

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.

In ELA our English Learners fall into the Red in overall performance and our LatinX and Socioeconomically Disadvantaged students fall into the Orange in overall Performance.
In Math our English Learners fall into the Red in overall performance and our Socioeconomically Disadvantaged students fall into the Orange in overall Performance.

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.

In ELA our English Learners fall into the Red in overall performance and our LatinX and Socioeconomically Disadvantaged students fall into the Orange in overall Performance.
In Math our English Learners fall into the Red in overall performance and our Socioeconomically Disadvantaged students fall into the Orange in overall Performance.
In ELA our English Learners score in the Red at 80.3 points below standard, our LatinX students score in the Orange at 61.3 points below standard, and our Socioeconomically Disadvantaged students score in the Yellow at 51.5 points below standard.
In Math our English Learners score in the Red at 95.5 points below standard, our Socioeconomically Disadvantaged students score in the Orange at 81.2 points below standard, and our LatinX students score in the Yellow at 81.6 points below standard.

Other Needs

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

47% of our English Learners were Chronically Absent and 56.6% of our Students with Disabilities were Chronically Absent..

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.3%	0.35%	0%	1	1	0
African American	6.4%	5.19%	4.98%	21	15	15
Asian	10.1%	8.30%	9.3%	33	24	28
Filipino	8.6%	9.00%	10.63%	28	26	32
Hispanic/Latino	60.9%	63.67%	64.45%	199	184	194
Pacific Islander	7.7%	7.61%	4.98%	25	22	15
White	2.1%	2.08%	1%	7	6	3
Multiple/No Response	4.0%	3.81%	4.32%	13	11	13
Total Enrollment				327	289	301

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	45	37	36
Grade 1	46	42	44
Grade 2	44	44	44
Grade 3	51	44	49
Grade 4	46	41	43
Grade 5	48	40	47
Grade 6	47	41	38
Total Enrollment	327	289	301

Conclusions based on this data:

1. Our student population has increased from 289 students (in 2021/2022) to 301 (in 2022/2023)
2. Although our overall student population has increased, our 6th Grade population has decreased over the past 3 years.
3. Our 2nd Grade population has maintained for the past 3 years.

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)	109	102	99	33.30%	35.3%	32.9%
Fluent English Proficient (FEP)	42	33	42	12.80%	11.4%	14.0%
Reclassified Fluent English Proficient (RFEP)	4	6	9	1.2%	2.1%	3%

Conclusions based on this data:

1. English Learner enrollment has declined from over the past 3 years.
2. The percent of Fluent English Proficiency has increased by 2.6% from 21/22-22/23.
3. The percent of reclassified Fluent English Proficient students has increased 1.8% over the past 3 years.

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	50	42	48	0	41	44	0	40	44	0.0	97.6	91.7
Grade 4	45	41	42	0	40	42	0	40	42	0.0	97.6	100.0
Grade 5	49	39	46	0	38	46	0	38	46	0.0	97.4	100.0
Grade 6	47	42	34	0	41	34	0	41	34	0.0	97.6	100.0
All Grades	191	164	170	0	160	166	0	159	166	0.0	97.6	97.6

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		2405.	2404.		20.00	25.00		27.50	18.18		20.00	18.18		32.50	38.64
Grade 4		2407.	2407.		5.00	11.90		20.00	23.81		20.00	14.29		55.00	50.00
Grade 5		2473.	2431.		18.42	4.35		18.42	19.57		15.79	10.87		47.37	65.22
Grade 6		2502.	2518.		17.07	20.59		24.39	17.65		26.83	35.29		31.71	26.47
All Grades	N/A	N/A	N/A		15.09	15.06		22.64	19.88		20.75	18.67		41.51	46.39

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		12.50	13.64		55.00	59.09		32.50	27.27
Grade 4		5.00	7.14		62.50	69.05		32.50	23.81
Grade 5		15.79	6.52		60.53	63.04		23.68	30.43
Grade 6		21.95	23.53		43.90	32.35		34.15	44.12
All Grades		13.84	12.05		55.35	57.23		30.82	30.72

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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		10.26	13.64		56.41	52.27		33.33	34.09
Grade 4		5.00	4.76		57.50	47.62		37.50	47.62
Grade 5		18.42	2.17		50.00	45.65		31.58	52.17
Grade 6		14.63	14.71		46.34	64.71		39.02	20.59
All Grades		12.03	8.43		52.53	51.81		35.44	39.76

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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		12.50	6.82		72.50	77.27		15.00	15.91
Grade 4		2.50	7.14		70.00	61.90		27.50	30.95
Grade 5		7.89	4.35		60.53	76.09		31.58	19.57
Grade 6		4.88	11.76		70.73	73.53		24.39	14.71
All Grades		6.92	7.23		68.55	72.29		24.53	20.48

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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		17.50	15.91		57.50	56.82		25.00	27.27
Grade 4		5.00	9.52		70.00	61.90		25.00	28.57
Grade 5		15.79	6.52		57.89	63.04		26.32	30.43
Grade 6		17.07	29.41		58.54	50.00		24.39	20.59
All Grades		13.84	14.46		61.01	58.43		25.16	27.11

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Conclusions based on this data:

1. Overall Performance: ELA performance, the percent of students not meeting standard has increased from 41.51 % (in 21-22) to 46.39% (in 22-23).
2. Area of Achievement: ELA Performance, our data shows the percent of 3rd Grade students Exceeding Standard has increased by 5% (in 22-23).
3. Area of Growth: ELA Performance, our data shows that in the area of Reading-Demonstrating understanding of literary and non-fictional texts the percent of students scoring At or Near Standard or Below Standard is about 88%.

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	50	42	48	0	42	45	0	42	45	0.0	100.0	93.8
Grade 4	45	41	42	0	41	42	0	41	42	0.0	100.0	100.0
Grade 5	49	39	46	0	39	46	0	39	46	0.0	100.0	100.0
Grade 6	47	42	34	0	42	34	0	41	34	0.0	100.0	100.0
All Grades	191	164	170	0	164	167	0	163	167	0.0	100.0	98.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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		2383.	2386.		4.76	6.67		19.05	17.78		33.33	28.89		42.86	46.67
Grade 4		2419.	2409.		2.44	7.14		14.63	11.90		34.15	28.57		48.78	52.38
Grade 5		2409.	2426.		0.00	4.35		5.13	6.52		28.21	17.39		66.67	71.74
Grade 6		2483.	2512.		12.20	17.65		17.07	20.59		21.95	20.59		48.78	41.18
All Grades	N/A	N/A	N/A		4.91	8.38		14.11	13.77		29.45	23.95		51.53	53.89

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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		4.76	11.11		50.00	48.89		45.24	40.00
Grade 4		4.88	11.90		43.90	26.19		51.22	61.90
Grade 5		0.00	2.17		23.08	39.13		76.92	58.70
Grade 6		14.63	20.59		36.59	35.29		48.78	44.12
All Grades		6.13	10.78		38.65	37.72		55.21	51.50

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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		4.76	11.11		50.00	46.67		45.24	42.22
Grade 4		4.88	4.76		43.90	45.24		51.22	50.00
Grade 5		0.00	2.17		43.59	41.30		56.41	56.52
Grade 6		4.88	11.76		48.78	52.94		46.34	35.29
All Grades		3.68	7.19		46.63	46.11		49.69	46.71

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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		9.52	8.89		66.67	57.78		23.81	33.33
Grade 4		2.44	16.67		53.66	42.86		43.90	40.48
Grade 5		0.00	2.17		53.85	47.83		46.15	50.00
Grade 6		14.63	14.71		53.66	58.82		31.71	26.47
All Grades		6.75	10.18		57.06	51.50		36.20	38.32

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. Overall Performance: Math performance, the percent of students not meeting standard has increased from 51.53% (in 21-22) to 53.89% (in 22-23).
2. Area of Achievement: Math Performance, our data shows in the area of Problem Solving & Modeling/Data Analysis the percent of 6th Grade students Exceeding Standard has increased by 6.35% (in 22-23).
3. Area of Growth: Math Performance, our data shows that in the area of Concepts & Procedures the percent of students scoring At or Near Standard or Below Standard is about 89.22%.

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	*	1423.5	1408.1	*	1439.4	1395.2	*	1386.3	1438.3	10	16	12
1	1456.4	1412.8	1428.6	1471.1	1452.8	1442.8	1441.2	1372.4	1413.9	14	18	12
2	*	1475.5	1456.6	*	1478.5	1474.5	*	1472.1	1438.0	10	14	20
3	1507.3	1442.1	1486.8	1517.4	1437.6	1489.2	1496.6	1446.1	1484.2	27	14	13
4	1518.0	1509.9	1478.9	1527.0	1527.3	1489.8	1508.7	1492.2	1467.7	12	18	12
5	*	1519.2	1531.5	*	1516.7	1538.3	*	1521.2	1524.3	9	12	15
6	*	*	*	*	*	*	*	*	*	11	9	8
All Grades										93	101	92

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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	*	31.25	33.33	*	31.25	25.00	*	25.00	16.67	*	12.50	25.00	*	16	12
1	7.14	0.00	0.00	42.86	11.11	41.67	35.71	61.11	33.33	14.29	27.78	25.00	14	18	12
2	*	7.14	10.00	*	35.71	30.00	*	50.00	45.00	*	7.14	15.00	*	14	20
3	29.63	7.14	23.08	37.04	0.00	15.38	33.33	42.86	46.15	0.00	50.00	15.38	27	14	13
4	0.00	11.11	0.00	91.67	66.67	33.33	8.33	16.67	41.67	0.00	5.56	25.00	12	18	12
5	*	8.33	20.00	*	66.67	60.00	*	16.67	13.33	*	8.33	6.67	*	12	15
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	17.58	12.87	17.39	46.15	31.68	35.87	25.27	36.63	30.43	10.99	18.81	16.30	91	101	92

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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	*	37.50	8.33	*	25.00	41.67	*	25.00	25.00	*	12.50	25.00	*	16	12
1	21.43	11.11	16.67	64.29	50.00	33.33	7.14	27.78	41.67	7.14	11.11	8.33	14	18	12
2	*	14.29	10.00	*	64.29	70.00	*	21.43	15.00	*	0.00	5.00	*	14	20
3	48.15	7.14	38.46	48.15	28.57	46.15	3.70	28.57	7.69	0.00	35.71	7.69	27	14	13
4	41.67	50.00	33.33	58.33	44.44	41.67	0.00	0.00	8.33	0.00	5.56	16.67	12	18	12
5	*	50.00	40.00	*	41.67	53.33	*	0.00	0.00	*	8.33	6.67	*	12	15
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	32.97	28.71	28.26	54.95	42.57	47.83	5.49	16.83	14.13	6.59	11.88	9.78	91	101	92

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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	*	0.00	25.00	*	50.00	25.00	*	31.25	25.00	*	18.75	25.00	*	16	12
1	0.00	0.00	0.00	42.86	0.00	8.33	28.57	22.22	41.67	28.57	77.78	50.00	14	18	12
2	*	7.14	0.00	*	28.57	25.00	*	42.86	30.00	*	21.43	45.00	*	14	20
3	7.41	0.00	7.69	33.33	7.14	15.38	37.04	28.57	46.15	22.22	64.29	30.77	27	14	13
4	0.00	0.00	0.00	25.00	16.67	8.33	66.67	55.56	16.67	8.33	27.78	75.00	12	18	12
5	*	8.33	6.67	*	0.00	20.00	*	83.33	60.00	*	8.33	13.33	*	12	15
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	5.49	1.98	6.52	30.77	16.83	19.57	39.56	43.56	38.04	24.18	37.62	35.87	91	101	92

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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	*	25.00	25.00	*	62.50	50.00	*	12.50	25.00	*	16	12
1	14.29	27.78	25.00	78.57	55.56	50.00	7.14	16.67	25.00	14	18	12
2	*	7.14	40.00	*	92.86	50.00	*	0.00	10.00	*	14	20
3	33.33	14.29	15.38	59.26	57.14	69.23	7.41	28.57	15.38	27	14	13
4	25.00	27.78	8.33	75.00	61.11	66.67	0.00	11.11	25.00	12	18	12
5	*	0.00	13.33	*	83.33	80.00	*	16.67	6.67	*	12	15
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	18.68	17.82	22.83	70.33	68.32	61.96	10.99	13.86	15.22	91	101	92

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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	*	43.75	8.33	*	43.75	58.33	*	12.50	33.33	*	16	12
1	35.71	27.78	16.67	64.29	61.11	58.33	0.00	11.11	25.00	14	18	12
2	*	42.86	40.00	*	57.14	55.00	*	0.00	5.00	*	14	20
3	59.26	14.29	69.23	40.74	42.86	23.08	0.00	42.86	7.69	27	14	13
4	91.67	83.33	75.00	8.33	11.11	8.33	0.00	5.56	16.67	12	18	12
5	*	91.67	93.33	*	0.00	6.67	*	8.33	0.00	*	12	15
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	54.95	51.49	55.43	42.86	35.64	32.61	2.20	12.87	11.96	91	101	92

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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	*	25.00	25.00	*	62.50	50.00	*	12.50	25.00	*	16	12
1	0.00	0.00	0.00	64.29	5.56	33.33	35.71	94.44	66.67	14	18	12
2	*	14.29	15.00	*	57.14	30.00	*	28.57	55.00	*	14	20
3	7.41	0.00	7.69	55.56	14.29	38.46	37.04	85.71	53.85	27	14	13
4	0.00	0.00	0.00	66.67	38.89	8.33	33.33	61.11	91.67	12	18	12
5	*	0.00	6.67	*	50.00	60.00	*	50.00	33.33	*	12	15
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	5.49	5.94	9.78	59.34	34.65	38.04	35.16	59.41	52.17	91	101	92

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	*	0.00	50.00	*	87.50	16.67	*	12.50	33.33	*	16	12
1	0.00	0.00	0.00	85.71	38.89	83.33	14.29	61.11	16.67	14	18	12
2	*	21.43	0.00	*	71.43	65.00	*	7.14	35.00	*	14	20
3	14.81	0.00	30.77	74.07	50.00	53.85	11.11	50.00	15.38	27	14	13
4	0.00	16.67	16.67	100.00	61.11	41.67	0.00	22.22	41.67	12	18	12
5	*	58.33	40.00	*	33.33	46.67	*	8.33	13.33	*	12	15
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	11.11	13.86	23.91	74.44	58.42	52.17	14.44	27.72	23.91	90	101	92

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Conclusions based on this data:

- Overall Performance: Overall Language with Level 4 Performance there was a 4.52% increase of students performance from the 21/22 SY to the 22/23 SY.
- Area of Growth : Written Language Percentage of Students Level for All Students, 73.91% of students scored in Level 1 or Level 2 Performance Levels.
- Area of Achievement: Speaking Domain Percentage of Students by Domain Performance Level for All Student, 93.33% of students scored in the Well Development level.

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
301	63.1	32.9	0.3
Total Number of Students enrolled in Eldridge Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	99	32.9
Foster Youth	1	0.3
Homeless	5	1.7
Socioeconomically Disadvantaged	190	63.1
Students with Disabilities	62	20.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	15	5
Asian	28	9.3
Filipino	32	10.6
Hispanic	194	64.5
Two or More Races	13	4.3
Pacific Islander	15	5
White	3	1

Conclusions based on this data:

- Eldridge's most significant ethnic subgroups is LatinX at 64.5%.

2. Eldridge's most significant student groups are Socioeconomically Disadvantaged, English Learners and Students with Disabilities.

School and Student Performance Data

Overall Performance

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2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Eldridge is rated in the yellow performance category for the following area: Mathematics, Chronic Absenteeism. Eldridge is rated in the orange performance category in English Language Arts. Eldridge is rated in the Blue performance category in English Learner Progress and Suspension Rate.

2. The following information describes Eldridge ELA achievement levels:
3rd - 6th Grade CAASPP results for all students from 2021/2022 and 2022/2023 School Years

ELA CAASPP Results:

Percent of students that Met or Exceeded Standard

ELA 2021/2022- 37.73%

ELA 2022/2023 - 34.94%

Percent of students that did not Meet Standard

ELA 2021/2022- 62.27%

ELA 2022/2023- 65.06%

The number of overall students the Met or Exceeded ELA Standard decreased from the 2021/2022 School Year to the 2022/2023 School Year.

3. The following information describes Eldridge Math achievement levels:
3rd - 6th Grade CAASPP results for all students from 2021/2022 and 2022/2023 School Years

Math CAASPP Results:

Percent of students that Met or Exceeded Standard

Math 2021/2022- 19.02%

Math 2022/2023 - 22.15%

Percent of students that did not Meet Standard

Math 2021/2022- 80.98%

Math 2022/2023- 77.85%

The number of overall students the Met or Exceeded Math Standard increases 3.13% from the 2021/2022 School Year to the 2022/2023 School Year. However 77.85% of Eldridge students are still scoring Below Standard in Math.

School and Student Performance Data

Academic Performance English Language Arts

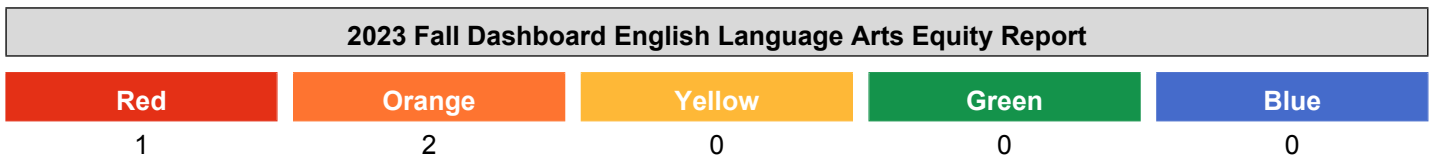
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This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Orange 45.4 points below standard Decreased -6.5 points 169 Students	English Learners  Red 80.3 points below standard Decreased -13.5 points 68 Students	Foster Youth Less than 11 Students 1 Student
Homeless Less than 11 Students 3 Students	Socioeconomically Disadvantaged  Orange 51.5 points below standard Decreased -12.6 points 109 Students	Students with Disabilities 80 points below standard Increased +10.5 points 35 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 10 Students	 No Performance Color 0 Students	Less than 11 Students 10 Students	3.9 points below standard 16 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 61.3 points below standard Decreased -9.1 points 110 Students	Less than 11 Students 9 Students	25.1 points below standard Decreased Significantly - 34.2 points 12 Students	Less than 11 Students 2 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
111.4 points below standard Maintained +0.1 points 48 Students	5.7 points below standard Decreased Significantly -21.3 points 20 Students	28.8 points below standard Decreased -13.3 points 88 Students

Conclusions based on this data:

1. Overall Performance: English Language Arts, Eldridge students scored 45.5 points below standard which is a decrease of 6.5 points from the previous year.
2. Area of Growth: LatinX scored 61.3 points below standards which is a decrease of 9.1 points from the previous year.
3. Area of Growth: English Language Learners scored 80.3 points below standards which is a decrease of 13.5 points from the previous year.

School and Student Performance Data

Academic Performance Mathematics

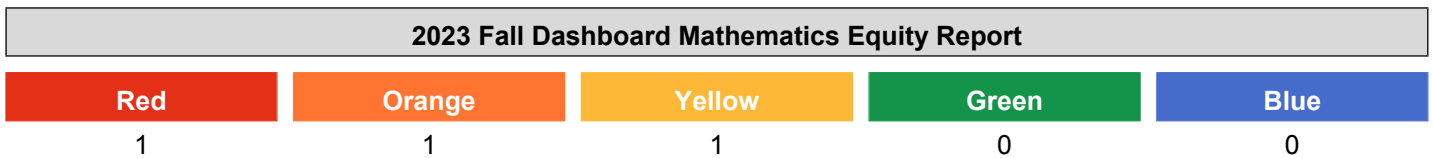
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Yellow 68.1 points below standard Increased +5.4 points 168 Students	English Learners  Red 95.9 points below standard Decreased -3.6 points 68 Students	Foster Youth Less than 11 Students 1 Student
Homeless Less than 11 Students 3 Students	Socioeconomically Disadvantaged  Orange 81.2 points below standard Maintained -0.7 points 108 Students	Students with Disabilities 75.6 points below standard Increased Significantly +56.5 points 34 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 9 Students	 No Performance Color 0 Students	Less than 11 Students 10 Students	11.4 points below standard 16 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 81.6 points below standard Increased +7.8 points 110 Students	Less than 11 Students 9 Students	46.3 points below standard Increased Significantly +15.7 points 12 Students	Less than 11 Students 2 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
117.5 points below standard Decreased -7.1 points 48 Students	44.2 points below standard Increased +14.6 points 20 Students	55 points below standard Increased +5 points 87 Students

Conclusions based on this data:

1. Overall Performance: English Language Arts, Eldridge students scored 68.1 points below standard which is an increase of 5.4 points from the previous year.
2. Area of Achievement: LatinX scored 81.6 points below standards which is an increase of 7.8 points from the previous year.
3. Area of Growth: English Language Learners scored 95.5 points below standards which is a decrease of 3.6 points from the previous year.

School and Student Performance Data

Academic Performance English Learner Progress

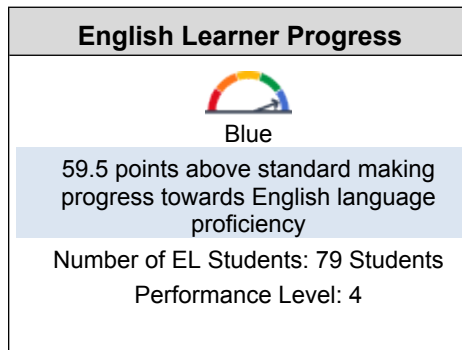
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

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
9	21	0	46

Conclusions based on this data:

1. Overall Performance: - English Learner students scored 59.5 points above standard making progress towards English Language proficiency.
2. Area of Achievement - 58.2% of our English Learners progressed at least one ELPI Level.
3. Area of Growth - 26.55% of our English Learners maintained their language level.

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.

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This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report






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	English Learners	Foster Youth
<p>Yellow</p> <p>45.2% Chronically Absent</p> <p>Declined Significantly -19.6</p> <p>321 Students</p>	<p>Orange</p> <p>47% Chronically Absent</p> <p>Declined -19.1</p> <p>115 Students</p>	<p>Less than 11 Students</p> <p>2 Students</p>
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>Less than 11 Students</p> <p>7 Students</p>	<p>Yellow</p> <p>47.7% Chronically Absent</p> <p>Declined Significantly -21.9</p> <p>222 Students</p>	<p>Orange</p> <p>56.6% Chronically Absent</p> <p>Declined -13.6</p> <p>76 Students</p>

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>40% Chronically Absent</p> <p>Declined -18.8</p> <p>15 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p></p> <p>Yellow</p> <p>13.3% Chronically Absent</p> <p>Declined -26.7</p> <p>30 Students</p>	<p>27.3% Chronically Absent</p> <p>Declined -17.2</p> <p>33 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p></p> <p>Yellow</p> <p>55% Chronically Absent</p> <p>Declined Significantly -17</p> <p>209 Students</p>	<p>26.7% Chronically Absent</p> <p>Declined -31.7</p> <p>15 Students</p>	<p>31.3% Chronically Absent</p> <p>Declined -36.9</p> <p>16 Students</p>	<p>Less than 11 Students</p> <p>3 Students</p>

Conclusions based on this data:

1. Overall Performance - 45.2% of Eldridge students are considered Chronically Absent.
2. Area of Growth :47% of our English Language Learners and Socioeconomically Disadvantaged students are considered Chronically Absent.
3. Area of Growth :55% of our LatinX students are considered Chronically Absent.

School and Student Performance Data

Conditions & Climate Suspension Rate

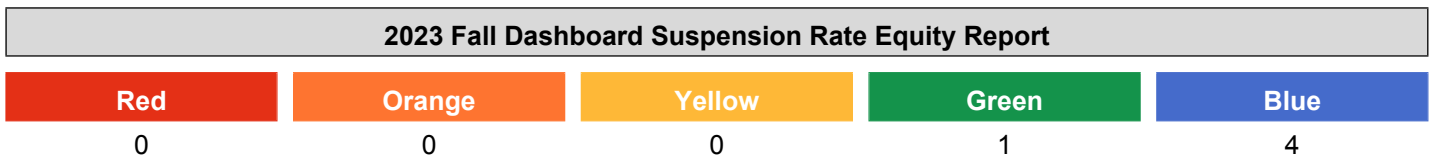
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
 Blue	 Blue	Less than 11 Students 2 Students
0.3% suspended at least one day	0% suspended at least one day	
Maintained 0 326 Students	Declined -0.8 116 Students	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students 8 Students	 Green	 Blue
	0.4% suspended at least one day	0% suspended at least one day
	Increased 0.4 225 Students	Maintained 0 76 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>0% suspended at least one day</p> <p>Maintained 0 17 Students</p>	<p align="center"></p> <p align="center">No Performance Color 0 Students</p>	<p align="center"></p> <p align="center">Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0 30 Students</p>	<p>0% suspended at least one day</p> <p>Maintained 0 34 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"></p> <p align="center">Blue</p> <p>0.5% suspended at least one day</p> <p>Maintained 0 210 Students</p>	<p>0% suspended at least one day</p> <p>Maintained 0 15 Students</p>	<p>0% suspended at least one day</p> <p>Maintained 0 17 Students</p>	<p>Less than 11 Students 3 Students</p>

Conclusions based on this data:

1. Overall Performance - 0.3% of Eldridge students have been suspended for at least 1 day.
2. Area of Achievement - The suspension rate for our English Learner students decreased by 0.8%.
3. Area of Growth - The suspension rate for our Socioeconomically Disadvantaged students increased by 0.4%.

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

GOAL 1 -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 who meet or exceed standard will increase performance on CAASPP ELA by 6.5%.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Hayward Unified School District believes that literacy is a civil right, and that literacy instruction takes place across all grade levels. Literacy and Anti-Bias/Anti-Racism are tightly interwoven, as students must feel safe and valued in order to learn and become proficient readers and writers. To this end, the district is emphasizing the importance of early literacy, promoting multilingualism through its dual language programs, and providing professional development for teachers supporting students in secondary grades.

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.

The following information describes Eldridge ELA achievement levels:
3rd - 6th Grade CAASPP results for all students from 2021/2022 and 2022/2023 School Years

ELA CAASPP Results:
Percent of students that Met or Exceeded Standard
ELA 2021/2022- 37.73%
ELA 2022/2023 - 34.94%

Percent of students that did not Meet Standard
ELA 2021/2022- 62.27%
ELA 2022/2023- 65.06%

The number of of overall students the Met or Exceeded ELA Standard decreased from the 2021/2022 School Year to the 2022/2023 School Year.

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 ELA	<p>Data collected from CAASPP during the 2022/2023 School Year</p> <p>Percent of students that Met or Exceeded Standard ELA 2022/2023 - 34.94%</p> <p>Percent of students that did not Meet Standard ELA 2022/2023- 65.06%</p>	In the 2024/2025 School Year: All students who meet or exceed standard will increase performance on CAASPP ELA by 6.5%

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>Eldridge will have small group intervention classes in ELA available to students throughout the school day and after school.</p> <p>Eldridge will fund the Youth Intervention Specialist (YIS) at 0.50 FTE . The site YIS will hold 2-3 ELA intervention groups 4 days a week. Each Intervention group will run in 6 week cycles. This will allow up to 20 students serviced per cycle at up to 5 cycles per year. This position can service up to 100 students per year which is about 35% of our projected student population.</p> <p>District funded paraprofessional to run small group intervention classes during the school day. These small group interventions are targeted Tier 2 and Tier 3 ELA supports for our students.</p> <p>School Site will allocate funding that will allow for Eldridge Teachers to offer up to 40 hours of After School Intervention in ELA.</p>	All students including subgroups: Hispanic, African American, RSP students, Socioeconomically disadvantaged, and English Learners.	<p>30000 Title I 1000-1999: Certificated Personnel Salaries Site YIS 5000 Title I 3000-3999: Employee Benefits Site YIS 2000 Title I 1000-1999: Certificated Personnel Salaries ELA After School Intervention</p>
1.2	<p>Eldridge staff will analyze CAASPP data to inform instruction at the beginning of the year. After that, Eldridge's teachers will use the following assessments to inform instruction: Fountain and Pinnell, Common Core State Standard Units in Reading and Writing, Common Core State Standards-Based curriculum guides, District Benchmarks/BPST, student performance and achievement data, among others.</p> <p>Eldridge will hold effective professional development to support teachers to improve their craft in reading and writing. Grade-level collaboration meetings will drive the creation of</p>	All students including subgroups: Hispanic, African American, RSP students, Socioeconomically disadvantaged, and English Learners.	

	<p>more effective and differentiated instruction to address all academic achievement levels in classrooms. Action Planning Days will help teachers analyze data in order to use the Cycle of Inquiry as a tool to improve teaching practices and improve academic achievement.</p> <p>Eldridge Instructional Leadership Team will run/lead Professional Development throughout the school year during staff meetings as well as designated District PD days.</p> <p>People Assigned:</p> <ul style="list-style-type: none"> • Principal/YIS • Testing Coordinator/Intervention Coordinator/Set-up • Para Intervention Specialist • Teachers • ILT • RSP Teacher • ELL Specialist • Support Staff • Hayward Unified School District Assessment and Data Department • C.O.S.T. Coordinator 		
1.3	Sub Release Days (Eldridge will use 25 Substitute Days to allow teachers release time during the school day to attend IEP/504/SST Meetings, Peer Observation opportunities, or classroom support).	All students including subgroups: SDC Students, Hispanic, African American, RSP Students, Socioeconomically Disadvantaged, and English Learners.	4000 LCFF Supplemental and Concentration Funds 1000-1999: Certificated Personnel Salaries Substitute Pay for Release Days 4000 LCFF 1000-1999: Certificated Personnel Salaries Substitute Pay for Release Days
1.4	RSP and SLP Materials (Resources to support our RSP and Speech programs).		500 LCFF 4000-4999: Books And Supplies RSP Supplies
1.5	Materials and Supplies (ELA Materials to continue to support our in class Tier 1 Small Group Instruction.)		1000 Title I 4000-4999: Books And Supplies ELA Supplies

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.

We have established Tier II Interventions for students in the form of pull-out groups that provide more intensive instruction using a Leveled Literacy Intervention Program. These small groups are lead by our Literacy Intervention teacher,. In some cases, additional instructional minutes may be harnessed before/after school for students who need it the most.

To increasing student achievement in ELA is increasing our students' abilities to analyze and make connections with grade level text. There are strategies throughout this SPSA that were written to address this area, including the purchase supplemental materials.

These supplemental materials provide the proper rigorous, Common Core-aligned expository texts and literary works needed for students to begin to grapple with identifying main idea, theme and author's purpose - and most importantly developing their own opinions about what they read.

This springboards us into developing our students' abilities to take their ideas and opinions and putting them on paper. The ability to respond to literature, articulate opinions, summarize literary work and write narratives will be key foci in our classrooms.

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

Eldridge had one major difference between the intended implementation and the budgeted expenditures to implement strategies to meet the articulated goal. Eldridge had allocated funding to pay for an onsite classified intervention specialist. Eldridge was unable to fill this position due to the lack of qualified candidates.

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.

A change in this goal is to allocate more funding for substitute teachers to allow release time for teachers to meet with families, Admin, and Special Education Specialists to review students' progress and analyze data for individualized planning.

Funding has been allocates to create a 0.5 FTE Youth Intervention Specialist Position. This position will run small group intervention ELA classes during the school day. The strategies chosen are consistent with instructional best practices and align with State and LEA Priorities.

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

GOAL 2 - 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, who meet or exceed standard, will increase performance on CAASPP Math by 7.8%

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Hayward Unified School District emphasizes the importance of comprehensible mathematics instruction across all grade levels. Mathematics and Anti-Bias/Anti-Racism are tightly interwoven, as students must feel safe and valued in order to learn and become proficient in numeracy, algebraic concepts and thinking, and higher level math including trigonometry and calculus.

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.

The following information describes Math achievement levels for Eldridge Elementary.
3rd - 6th Grade CAASPP results for all students from 2021/2022 and 2022/2023 School Years

Math CAASPP Results:

Percent of students that Met or Exceeded Standard

Math 2021/2022- 19.02%

Math 2022/2023 - 22.15%

Percent of students that did not Meet Standard

Math 2021/2022- 80.98%

Math 2022/2023- 77.85%

The number of overall students the Met or Exceeded Math Standard increases 3.13% from the 2021/2022 School Year to the 2022/2023 School Year. However 77.85% of Eldridge students are still scoring Below Standard 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 Math	<p>Math data collected from CAASPP during the 2022/2023 School Year:</p> <p>Percent of students that Met or Exceeded Standard Math 2022/2023 - 22.15%</p> <p>Percent of students that did not Meet Standard Math 2022/2023- 77.85%</p>	All Students, who meet or exceed standard, will increase performance on CAASPP Math by 7.8%

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
2.2	<p>Eldridge Instructional Leadership Team will work with staff to help implement the following protocols:</p> <p>Eldridge staff will analyze CAASPP data to inform instruction at the beginning of the year. Along with CAASPP data, Eldridge teachers will use Benchmark Assessments and teacher-created assessments to measure student performance</p> <p>Eldridge will hold effective professional development to support teachers to improve their craft in math. Grade-level collaboration meetings will drive the creation of more effective and differentiated instruction to address all academic achievement levels in classrooms. Action Planning Days will help teachers analyze data in order to use the Cycle of Inquiry as a tool to improve teaching practices and improve academic achievement.</p>	All students including subgroups: Hispanic, African American, RSP students, Socioeconomically Disadvantaged, and English Learners.	
2.3	<p>Eldridge will have small group intervention classes in Math available to students throughout the school day and after school.</p> <p>Eldridge will fund the Youth Intervention Specialist (YIS) at 0.50 FTE . The site YIS will hold 1-2 Math intervention groups 4 days a week. Each Intervention group will run in 6 week cycles. This will allow up to 10 students serviced per cycle at up to 5 cycles per year. This position can service up to 50 students per year which is about 18% of our projected student population.</p>	All students including subgroups: Hispanic, African American, RSP students, Socioeconomically Disadvantaged, and English Learners.	<p>30000 LCFF Supplemental and Concentration Funds 1000-1999: Certificated Personnel Salaries YIS Intervention 5000 LCFF Supplemental and Concentration Funds 3000-3999: Employee Benefits YIS Intervention 2000</p>

	Site will allocate funding that will allow for Eldridge Teachers to offer up to 40 hours of After School Intervention in Math..		LCFF Supplemental and Concentration Funds 1000-1999: Certificated Personnel Salaries Hourly After School Math Intervention
2.4	Materials and Supplies (Math Materials to continue to support our in class Tier 1 Instruction.)	All students including subgroups: Hispanic, African American, RSP students, Socioeconomically Disadvantaged, and English Learners.	1000 Title I 4000-4999: Books And Supplies Math Manipulatives

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.

Eldridge was able to implement the strategies written into this goal. However, based on assessment data we did not achieve the desired outcome. Along with changes made to this goal, we will be working with our Eldridge Instructional Leadership Team will lead Professional Development sessions centered around Mathematics Instructional Practices.

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

Eldridge had one major difference between the intended implementation and the budgeted expenditures to implement strategies to meet the articulated goal. Eldridge had allocated funding to pay for after school intervention classes for students in need of Tier 2 Math supports.

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.

A change in this goal is to allocate more funding for substitute teachers to allow release time for teachers to meet with families, Admin, and Special Education Specialists to review students' progress and analyze data for individualized planning. Funding has been allocated to create a 0.5 FTE Youth Intervention Specialist Position. This position will run small group intervention ELA classes during the school day. The strategies chosen are consistent with instructional best practices and align with State and LEA Math Priorities.

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 4%.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

The Hayward Unified School District has provided all comprehensive school sites with an allocation for a credentialed site English Learner Specialist, along with two recently adopted core English Language Arts curricula, both of which have built-in support for English Learners. The district offered professional development to all ELA teachers as part of its rollout of these adoptions, and continues to offer follow-up support, including Constructing Meaning training for secondary teachers of ELs, and BE GLAD training for elementary teachers of ELs. Alongside these adoptions and professional development, the district is revising its EL Master Plan to more accurately reflect the needs of our EL students and community.

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.

60.5% of our English Learners progressed at least one level, 11.8% decreased one level and 27.6% maintained their level. The data below shows a need for additional support for our English Learners as a whole as less than half are making at least one level of progress towards English proficiency.

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	According to ELPAC 8% of our English Learners are proficient.	A minimum of 5% reclassification growth based on the 22-23 ELPAC results.

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	Eldridge will provide teachers with additional collaboration time to plan Integrated and Designated ELD to fully support students' language proficiency and access to the content. We will improve our ELD program by visiting other sites and learning and implementing new proven researched practices. We will consistently adhere to the required minutes of daily ELD instruction. We	English Learners	500 Title I 4000-4999: Books And Supplies ELD Materials and Supplies

	<p>will consistently use Integrated ELD/ALD strategies used in the general education classes throughout the day. We will Identify ELLs for pull-out interventions, after school intervention, and/or Saturday Academy. Eldridge will provide enrichment activities such as project-based learning activities and student presentations.</p> <p>We will use the following data to analyze student performance: ELPAC, CAASPP, district benchmarks and local assessments, and local assessments which may include ELD unit tests.</p> <p>Materials and Supplies (Materials and Resources to support our EL Learners with Guided Language Acquisition Strategies. These strategies will be embedded in classroom instruction throughout the instructional day. All students will receive these strategies. Along with these imbedded instructional strategies our EL students will attend ELD classes daily for further support at a Tier 2 level.)</p>		
3.2	<p>District Funds 0.50 FTE to work with our EL students in small groups, support teachers with ELD implementation, run ELAC meetings to support our EL families. Site EL Specialist will also proctor ELPAC test to all students designated to take the ELPAC.</p>	English Learners	<p>500 Title 1: Parent Allocation 4000-4999: Books And Supplies ELAC Meeting Supplies</p>

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.

Along with our EL Specialist, Eldridge has a Paraeducator who provides reading intervention in small groups for English Learners identified as needing additional support. Assessments were completed with students to identify the need for a Tier 2 intervention. Our EL Specialist supported EL Learners through professional development and collaboration with classroom teachers. In addition the EL specialist monitored Tier 2 interventions for EL students. Lastly, The state reinstated the requirement that students meet grade level standards (according to CAASPP or F&P). This had been removed temporarily from 21-22 and 22-23 because of the difficulty of testing online during COVID.

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

There were no major differences between the intended implementation and/or the budgeted expenditures.

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.

Title I and LCFF funds will fund 50% of the EL specialist to maintain support for our English Learners through the monitoring of student progress on diagnostic and benchmark assessments as well as direct services to students needing

Tier 2 support. The EL specialist will also support tier I instruction by supporting teachers with monitoring and planning for instruction through collaboration.

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 weekly or bi-monthly basis using a variety of discourse techniques.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

The Hayward Unified School District continues to implement its Visual and Performing Arts (VAPA) Master Plan, which focuses on providing all students with equitable access to VAPA programming at all school sites. The district has placed particular emphasis on expanding its instrumental and music programs for students.

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.

Increased student participation in Visual and Performing Arts. Eldridge is implementing a VAPA Committee to support the implementation of the VAPA program including allocating funding from Prop 28 to support plans in this goal.

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
Local Data: The student showcase frequency for the 2023-2024 school year	The student showcase frequency for the 2023-2024 school year was once a trimester and included, but not limited to, the following events: Art Night, Winter Concert, Spring Concert, and Band Concert.	The student showcase frequency for the 2024-2025 school year expected outcome will be an increase of 1 event.

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	Eldridge teachers will promote arts integration by hosting performances, showcasing student work and providing teachers with arts integration professional development. All students will be served by the following strategies.	All students including subgroups: LatinX, African American, RSP students, Socioeconomically Disadvantaged, and English Learners.	Allocations from Prop 28 will be used to fund strategies in Goal 4.

	<p>1. Eldridge will offer the following VAPA programs on site: Music Class - 1st - 5th grade, Choir - 5th - 6th grade, Instrumental - 5th - 6th grade</p> <p>2. Eldridge will host the following VAPA events to showcase student work on site: Art night and the Winter and Spring Concert, student performance assemblies</p> <p>3. Students will attend Visual and Performing Arts field trips as designated grade level</p> <p>4. A VAPA plan will be created and implemented to include programs supported through Prop 28 funding.</p> <p>Eldridge will promote arts integration by hosting performances, showcasing student work, and providing teachers with arts integration professional development during grade level collaboration. Student artwork will be posted in classrooms and hallways around the school. A leader Art teacher will be supporting the school in promoting art in classes.</p> <p>We will demonstrate our progress in Visual and Performing Arts by having student art displayed in the classroom and around the school in a consistent manner. We will promote teacher and student buy-in into the program by an increase in participation and motivation. Principal walk-through observations will provide feedback to teachers about the effective use of art in the classrooms. We will hold professional development in Visual and Performing Arts throughout the year.</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.
 Eldridge School attained our goal of increasing the amount of student performance and showcases available.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
 There were no major differences between the intended implementation and the budgeted expenditures.

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.

Prop 28 will provide additional funding for the VAPA programs. The funding requirements are to ensure that at least 80 percent of funds to be expended are used to employ certificated or classified employees to provide arts education program instruction. The remaining funds must be used for training, supplies and materials, and arts educational partnership programs. Eldridge School will create a committee to ensure that finding is expended using state guidelines. The committee may include staff, families, students, and community members.

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 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 daily basis, either through standalone SEL curriculum or culture/climate initiatives. All 5th grade students will report a 10% increase in feelings of school connectedness and closeness to others 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.

Relationship-Centered Schools: The Hayward Unified School District provides district-level support for Social Emotional Learning, including professional development, communication, and staffing. In addition, it is in the process of creating a Strategic Plan for Social Emotional Learning, which will include curriculum and capacity building for school staff.

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.

There is a small percentage of chronic absences, however, it is important that we address this problem in order to support the academic success of these 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
California Healthy Kids Survey data Suspension data	O f the Eldridge students that took the California Healthy Kids Survey -47% of students do not feel connected to the school; while 74% of students only feel close to others some of the time or not at all.	All student groups that participate in the (CHKS) will report a 10% increase in feelings of school connectedness and of feeling close to others on campus as recorded on the on the California Healthy Kids Survey (CHKS).

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
5.1	Tier I - Universal Level - 80-85% of students - The expectation is that 80-85% of Eldridge students will be able to succeed at the TIER I level.	All students including subgroups: LatinX, African American, RSP	

<p>Eldridge will continue to focus on creating a safe and inclusive school climate by exclusively teaching students to regulate emotions and interacting with peers using SEL curriculum skills in all K-6th grade classrooms. To monitor student progress and support instruction, Eldridge will continue to utilize a multi-tier approach for early identification of students with behavioral needs.</p> <ol style="list-style-type: none"> 1. Eldridge will use Toolbox as the SEL curriculum grades K-6. Teachers will be provided training, materials and a pacing guide for the school year for explicitly teaching tools for regulating emotions and navigating conflict. 2. Eldridge will maintain a Positive Behavior Intervention and Supports (PBIS)/Restorative Practices Team to analyze, collaborate and coordinate with administration, teachers, and support staff. The PBIS/RP team will meet regularly to review sitewide data relevant to school climate and behavior. The team will discuss current needs of teachers and students and plan next steps to address the site's climate needs in a timely manner. 3. Eldridge School will promote and use positive reinforcement strategies. Such strategies include the positive incentives system of Green Alerts and Student of the Month. Green Alerts are distributed to students displaying expected behaviors and are used for weekly and earned incentives. The Student of the Month promotes positive student behavior in the following areas: Excellent Behavior, Community Service, Good Attendance Attendance, Being an Upstander, and Academic Excellence in at least one subject area, etc. 4. Eldridge will utilize various restorative practices including community circles and conflict resolution/mediation. Social skills and competency are modeled and practiced. Interactions and instructions are intentionally planned and structured School Plan for Student Achievement to develop a sense of community, self determination, trust, and democracy. For Tier 2 supports our on site counselor will work with staff to implement circle procedures in the classrooms as well as support students one on one or in small groups. 5. Eldridge staff, students and community will foster a school environment to ensure each person's cultural/linguistic/sexual identity is respected, self esteem, self motivation, and learner autonomy are developed. Safe and Inclusive Schools information and resources will be shared with teachers at faculty meetings and through weekly staff communications. 6. Students will be provided adequate playground equipment to increase fitness and 	<p>students, Socioeconomically Disadvantaged, and English Learners.</p>	<p>Funding from Community Schools Grant will be used to support this Goal.</p>
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	<p>organized activities to reduce behavioral issues on the playground.</p> <p>We will utilize funding from our Community Schools Grant to support this goal.</p>		
5.2	<p>0.50 FTE (YIS will work closely with the SEL counselor to implement an SEL program (such as toolbox) that teaches staff and students how to use self regulation skills using character trait training through classroom presentations, assemblies and positive awards. This SEL program will help school climate and give students ways to regulate their emotions creating positive relationships with themselves and our community. YIS will also oversee the implementation of a calming room).</p>	<p>All students including subgroups: Hispanic, African American, RSP students, Socioeconomically disadvantaged, and English Learners.</p>	<p>12000 LCFF 1000-1999: Certificated Personnel Salaries Youth Intervention Specialist 3000 LCFF 3000-3999: Employee Benefits Youth Intervention Specialist</p>

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.

Assemblies were implemented which encouraged positive behaviors and teachers promoted positive behavioral supports by passing out certificates and prizes. Weekly announcements recognized individual successes which were also prominently displayed in the hallways. Staff updated bulletin boards which created a sense of belonging in each classroom. Our Counselor was tasked with holding monthly classroom presentations and discussing character traits as well as classroom circle protocols.

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

No major differences in the intended implementation to meet this goal.

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

Eldridge will be creating a calming/sensory room in which students will have the opportunity to self regulate and take time throughout the school day in the calming/sensory room. A staff member will monitor the room while students are using it. This room will also be used by our Counselor for presentations and meetings with student groups.

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: Eldridge school will increase the number of parents participating in school activities, including parent advocacy groups and Coffee with the Principal, by 10%.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Relationship Centered Schools: The Hayward Unified School District provides district-level support for Social Emotional Learning, including professional development, communication, and staffing. In addition, it is in the process of creating a Strategic Plan for Social-Emotional Learning, which will include curriculum and capacity building for school staff.

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 Parent/Family participation of family members of 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
Local Data: Meeting sign-in sheets	2023-2024 Meeting sign-in data reports that fewer than 10 parents participated in parent committee meetings [Coffee/w the Principal, ELAC, PTO, SSC, etc.] on some of the in person meetings.	Parent Engagement: Eldridge will increase the number of parents participating in school activities 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
6.1	Eldridge 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. 1. The Family Engagement Specialist [FES] will increase parent engagement through outreach and recruitment. The FES will update communication	All students including subgroups: LatinX, African American, RSP students, Socioeconomically Disadvantaged, and English Learners.	500 Title 1: Parent Allocation 3010 Fingerprinting 500 Title 1: Parent Allocation 3010

	<p>online on a regular basis The school will communicate with parents by various means, including the school website, telephone, texts, and email to keep them informed about student learning.</p> <p>2. The Family Engagement specialist [FES] and Community Schools Specialist [CSS] will organize parent workshops throughout the year covering topics such as ELPAC Reclassification, Common Core Standards, attendance, social media safety, and the importance of parent involvement in their children's education. The CSS and FES will implement a survey to families requesting topics the families would like covered at the workshops.</p> <p>3. Parent and staff membership in PTO will be encouraged. The PTO will help to coordinate volunteer efforts at school.</p> <p>4. Eldridge's office staff, EL Specialist, FES and CSS will continue to work with CWA and the EL Department to have translation available when needed for families who speak a language other than English, especially languages other than Spanish.</p>		<p>Evening Events for Families: Such as art Night, Math Night, Science Night</p> <p>2000 LCFF 1000-1999: Certificated Personnel Salaries Kindergarten Coordinator - Transition Specialist</p>
6.2			

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.

Families have continued to attend school-wide events on a consistent basis. This year Eldridge increased the amount of school-wide activities that were available to for families to engage with. There was an event per month on average for families to attend. The events included: Back to school Night, Open House, Winter Concert, Spring Concert, Million Father March Celebration, Halloween Parade, Ruby Bridges Walk to School Day, Read Across America Celebration, Art Night, School Carnival, and Winter and Spring Instrumental Concerts..

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

No major differences in the intended implementation to meet this goal.

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

Community Schools Funding will be utilized to help support these goals.

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 Relationship-Centered Schools -- Attendance and Chronic Absenteeism: Eldridge will decrease chronic absenteeism by 10% 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.

All Student Groups in the CA 2023 Fall Dashboard Chronic Absenteeism data reports that All Students/Student Group shows that 45.2% of all students are considered Chronically Absent.

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
State Data: CA Dashboard - Chronic Absenteeism Data	CA 2023 Fall Dashboard data reports that 45.2% of all students were chronically absent in the 2023 school year	CA 2024 Fall Dashboard data expected outcome will be an overall decrease of 10%. This will result in 35.2% of students chronically absent

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	Eldridge staff will collaborate with the district's Child Welfare and Attendance division to reduce families' barriers to attendance, including early intervention and COST services. An action plan is in place to address the needs and/or concerns of any groups of students who have been identified as consistently absent or tardy. Eldridge's expectation is that 97% of our students are present and on time to school every day. In order to monitor and motivate students and families to meet this expectation, the staff implements the following plan:	All students including subgroups: Latinx, African American, RSP students, Socioeconomically Disadvantaged, and English Learners.	500.00 LCFF 0001-0999: Unrestricted: Locally Defined Attendance Assemblies/Attendance Board/Certificates

	<p>1. Eldridge will build awareness of the importance of attendance. The attendance clerk, family engagement specialist, community schools specialist and admins will provide presentations on attendance at least once during the year at parent meetings. An attendance brochure is given to families on the first day of school specifically stating attendance policies, procedures and contact information.</p> <p>2. Eldridge will acknowledge students with excellent attendance through various incentive programs including: weekly, monthly and trimester good/improved attendance awards and certificate of recognition for the class with highest attendance per month.</p> <p>3. Attendance Clerk, Principal, COST, and CWA will monitor and offer support to families with chronic absent or late students. Support can include the following: home visits, parent teacher conferences, student success team (SST) meetings, giving students alarm clocks, a written reminder of the importance of arriving on time, truancy meetings with parents who received first and second truancy letters, a referral is made to the School Attendance Review Board [SARB] for families not showing improvement in attendance after tried interventions.</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.

Regular and consistent communication from our attendance clerk in regard to student absences occurred on a regular basis to try support families.

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

No major differences in the intended implementation to meet this goal.

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

Attendance Clerk will create a monthly attendance newsletter to send out to our community. Parent Workshop Classes centered around student attendance will occur twice during the school year. Our FES and attendance clerk will work together to put on these workshops.

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	\$81,000
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$104,000.00
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	\$39,500.00

Subtotal of additional federal funds included for this school: **\$39,500.00**

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	\$22,000.00
LCFF Supplemental and Concentration Funds	\$41,000.00
Title 1: Parent Allocation	\$1,500.00

Subtotal of state or local funds included for this school: **\$64,500.00**

Total of federal, state, and/or local funds for this school: **\$104,000.00**

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	21598.00	-402.00
Title I	45402.00	5,902.00
LCFF - Supplemental	10,000	10,000.00
Title I Part A: Allocation	4,000	4,000.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	22,000.00
LCFF Supplemental and Concentration Funds	41,000.00
Title 1: Parent Allocation	1,500.00
Title I	39,500.00

Expenditures by Budget Reference

Budget Reference	Amount
0001-0999: Unrestricted: Locally Defined	500.00
1000-1999: Certificated Personnel Salaries	86,000.00
3000-3999: Employee Benefits	13,000.00
3010	1,000.00
4000-4999: Books And Supplies	3,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
0001-0999: Unrestricted: Locally Defined	LCFF	500.00
1000-1999: Certificated Personnel Salaries	LCFF	18,000.00

3000-3999: Employee Benefits	LCFF	3,000.00
4000-4999: Books And Supplies	LCFF	500.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration Funds	36,000.00
3000-3999: Employee Benefits	LCFF Supplemental and Concentration Funds	5,000.00
3010	Title 1: Parent Allocation	1,000.00
4000-4999: Books And Supplies	Title 1: Parent Allocation	500.00
1000-1999: Certificated Personnel Salaries	Title I	32,000.00
3000-3999: Employee Benefits	Title I	5,000.00
4000-4999: Books And Supplies	Title I	2,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	46,500.00
Goal 2	38,000.00
Goal 3	1,000.00
Goal 5	15,000.00
Goal 6	3,000.00
Goal 7	500.00

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
Brian McComb	Principal
Lisa McClaine	Classroom Teacher
Sharon Meehan	Classroom Teacher
Julie Rubia	Classroom Teacher
Guy Andrade	Parent or Community Member
Crystal Gomez	Parent or Community Member
Marisol Cothorn	Parent or Community Member
Osmara Llanos	Parent or Community Member
Solangel Morales	Other School Staff
Martina Malagon	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 3/19/2024.

Attested:



Principal, Brian McComb on 04/11/2024



SSC Chairperson, Julie Rubia on 04/11/2024