



LORIN EDEN

ELEMENTARY SCHOOL

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Lorin A. Eden Elementary	01611926001051	May 21, 2024	July 12, 2023

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 Lorin A. Eden Elementary 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 Lorin A. Eden Elementary for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Schoolwide Program

Lorin Eden 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 Lorin A. Eden Elementary consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The Lorin Eden process for site involvement during the 2023-24 school year includes the input from various stakeholder groups: classified and certificated staff, parents, and students. In winter 2023, the Lorin Eden School Site Council (SSC) composed of parents, staff and an English Learner Advisory Committee (ELAC) member, distributed a needs assessment which was considered in the formation of this plan. Groups involved with the planning process of the Lorin Eden site plan: SSC, Site Based Decision Making (SBDM), Coordination of Student Team (COST), Instructional Learning Team (ILT), ELAC, Parent Teacher Association (PTA), and Lorin Eden Staff. Meetings are held throughout the year, often on a monthly basis. Lorin Eden values the input from all educational partners' input and uses it to the benefit of all Lorin Eden students, staff and community members.

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.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

English Learner Progress (Orange)
Suspension Rate (Orange)

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.

None

Other Needs

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

The Lorin Eden community values local assessment data including teacher, parent and community survey data. There is an identified need to address family involvement and engagement at the site.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	0.29%	0.28%		1	1
African American	11.2%	11.14%	9.07%	39	39	32
Asian	15.2%	17.71%	17.85%	53	62	63
Filipino	16.9%	14.86%	16.15%	59	52	57
Hispanic/Latino	45.0%	43.71%	43.06%	157	153	152
Pacific Islander	5.2%	4.57%	3.12%	18	16	11
White	2.0%	2.00%	2.83%	7	7	10
Multiple/No Response	4.6%	4.86%	6.52%	16	17	23
Total Enrollment				349	350	353

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	47	46	38
Grade 1	49	52	48
Grade 2	49	52	54
Grade3	56	53	51
Grade 4	51	58	53
Grade 5	42	48	64
Grade 6	55	41	45
Total Enrollment	349	350	353

Conclusions based on this data:

1. Our enrollment rates and percentage of enrollment by ethnicity are fairly stable over the past three 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)	108	106	117	30.90%	30.3%	33.1%
Fluent English Proficient (FEP)	43	40	34	12.30%	11.4%	9.6%
Reclassified Fluent English Proficient (RFEP)	5			4.6%		

Conclusions based on this data:

1. We notice an increase in the percentage of English Learners for 22-23. We notice a decline in the percentage of Fluent English Proficient students for 22-23.
2. There has been a decrease in the number of students reclassified from 12 to 11 in 2024, but the number remains stable.
3. Our FEP student population has decreased to 9.6%.

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	55	51	51	0	46	43	0	45	43	0.0	90.2	84.3
Grade 4	50	58	55	0	49	51	0	49	51	0.0	84.5	92.7
Grade 5	42	52	64	0	45	55	0	44	55	0.0	86.5	85.9
Grade 6	53	40	44	0	36	43	0	36	43	0.0	90.0	97.7
All Grades	200	201	214	0	176	192	0	174	192	0.0	87.6	89.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2431.	2399.		28.89	11.63		26.67	30.23		15.56	23.26		28.89	34.88
Grade 4		2414.	2462.		16.33	17.65		10.20	31.37		20.41	21.57		53.06	29.41
Grade 5		2416.	2455.		9.09	14.55		11.36	14.55		20.45	21.82		59.09	49.09
Grade 6		2507.	2473.		13.89	4.65		25.00	20.93		38.89	30.23		22.22	44.19
All Grades	N/A	N/A	N/A		17.24	12.50		17.82	23.96		22.99	23.96		41.95	39.58

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		13.33	13.95		66.67	65.12		20.00	20.93
Grade 4		10.20	21.57		61.22	60.78		28.57	17.65
Grade 5		6.82	12.73		43.18	49.09		50.00	38.18
Grade 6		11.11	9.30		69.44	53.49		19.44	37.21
All Grades		10.34	14.58		59.77	56.77		29.89	28.65

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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		22.22	6.98		51.11	58.14		26.67	34.88
Grade 4		6.12	15.69		42.86	52.94		51.02	31.37
Grade 5		6.82	16.36		36.36	34.55		56.82	49.09
Grade 6		8.33	2.33		55.56	51.16		36.11	46.51
All Grades		10.92	10.94		45.98	48.44		43.10	40.63

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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		15.56	2.33		73.33	76.74		11.11	20.93
Grade 4		2.04	7.84		73.47	72.55		24.49	19.61
Grade 5		4.55	16.36		59.09	61.82		36.36	21.82
Grade 6		11.11	13.95		72.22	67.44		16.67	18.60
All Grades		8.05	10.42		69.54	69.27		22.41	20.31

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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		15.56	13.95		68.89	72.09		15.56	13.95
Grade 4		10.20	13.73		61.22	72.55		28.57	13.73
Grade 5		9.09	7.27		47.73	63.64		43.18	29.09
Grade 6		16.67	16.28		72.22	62.79		11.11	20.93
All Grades		12.64	12.50		62.07	67.71		25.29	19.79

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Conclusions based on this data:

1. Lorin Eden's overall enrollment increased by 14 students from 2022 to 2023. The number of students assessed increased proportionately. The mean scale score stayed fairly stable at each grade level with a slight increase. The percentage of students at or above standard in listening (79.69%) is a relative strength. Writing is an area of relative weakness, with 59.38% scoring at or above standard.
2. Students perform better on the listening tasks than on the reading or research/inquiry sections of the CAASPP.
3. Reading and research/inquiry are areas to explore further.

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	55	51	51	0	46	42	0	46	42	0.0	90.2	82.4
Grade 4	50	58	55	0	49	52	0	49	52	0.0	84.5	94.5
Grade 5	42	52	64	0	45	55	0	43	55	0.0	86.5	85.9
Grade 6	53	40	44	0	36	43	0	36	43	0.0	90.0	97.7
All Grades	200	201	214	0	176	192	0	174	192	0.0	87.6	89.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2429.	2410.		15.22	9.52		26.09	26.19		32.61	28.57		26.09	35.71
Grade 4		2399.	2469.		2.04	17.31		14.29	21.15		30.61	28.85		53.06	32.69
Grade 5		2417.	2442.		9.30	9.09		2.33	7.27		13.95	27.27		74.42	56.36
Grade 6		2485.	2443.		8.33	4.65		13.89	11.63		30.56	16.28		47.22	67.44
All Grades	N/A	N/A	N/A		8.62	10.42		14.37	16.15		27.01	25.52		50.00	47.92

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		19.57	9.52		50.00	59.52		30.43	30.95
Grade 4		2.04	19.23		26.53	48.08		71.43	32.69
Grade 5		6.98	7.27		27.91	29.09		65.12	63.64
Grade 6		11.11	4.65		52.78	30.23		36.11	65.12
All Grades		9.77	10.42		38.51	41.15		51.72	48.44

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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		19.57	11.90		52.17	59.52		28.26	28.57
Grade 4		12.24	15.38		36.73	53.85		51.02	30.77
Grade 5		9.30	9.09		25.58	38.18		65.12	52.73
Grade 6		2.78	6.98		47.22	37.21		50.00	55.81
All Grades		11.49	10.94		40.23	46.88		48.28	42.19

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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		15.22	9.52		58.70	66.67		26.09	23.81
Grade 4		4.08	17.31		46.94	61.54		48.98	21.15
Grade 5		6.98	3.64		32.56	56.36		60.47	40.00
Grade 6		8.33	4.65		66.67	44.19		25.00	51.16
All Grades		8.62	8.85		50.57	57.29		40.80	33.85

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Conclusions based on this data:

1. We observed an increase in the number of students below standard in mathematics in grades 4-6. Communicating reasoning is an area of relative strength, with 66.14% of students performing at or above standard. Concepts and Procedures is an area of relative weakness, with 51.56% of student performing at or above standard.
2. As a whole, our students are most successful in problem solving and modeling, as well as communicating reasoning. We need to focus on math concepts and procedures.
3. Areas for further exploration: 4th and 5th grade communicating reasoning skills

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 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		1408.8	1400.7		1416.8	1407.0		1389.9	1385.9	0	17	14
1	*	1414.6	1421.8	*	1423.8	1418.3	*	1404.9	1424.7	4	21	18
2	1498.8	1464.2	1438.6	1489.9	1478.9	1459.6	1507.0	1448.9	1417.1	18	17	24
3	*	1500.1	1482.0	*	1516.4	1500.4	*	1483.3	1463.2	11	14	19
4	1521.4	1487.3	1487.1	1533.8	1487.3	1499.4	1508.8	1486.8	1474.2	17	18	15
5	*	1507.7	1524.0	*	1526.8	1533.3	*	1488.1	1514.5	6	22	14
6	1541.8	*	1505.5	1557.0	*	1508.3	1526.0	*	1502.0	17	8	13
All Grades										73	117	117

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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		5.88	0.00		41.18	21.43		29.41	57.14		23.53	21.43		17	14
1	*	0.00	5.56	*	14.29	22.22	*	52.38	27.78	*	33.33	44.44	*	21	18
2	22.22	0.00	8.33	50.00	58.82	25.00	22.22	11.76	37.50	5.56	29.41	29.17	18	17	24
3	*	21.43	5.26	*	35.71	52.63	*	35.71	15.79	*	7.14	26.32	*	14	19
4	25.00	5.56	26.67	50.00	38.89	26.67	25.00	27.78	33.33	0.00	27.78	13.33	16	18	15
5	*	13.64	7.14	*	45.45	64.29	*	18.18	21.43	*	22.73	7.14	*	22	14
6	21.43	*	15.38	64.29	*	53.85	14.29	*	23.08	0.00	*	7.69	14	*	13
All Grades	21.21	6.84	9.40	50.00	41.03	36.75	25.76	28.21	30.77	3.03	23.93	23.08	66	117	117

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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		5.88	7.14		41.18	14.29		23.53	57.14		29.41	21.43		17	14
1	*	4.76	5.56	*	28.57	22.22	*	47.62	38.89	*	19.05	33.33	*	21	18
2	27.78	35.29	16.67	55.56	29.41	41.67	11.11	29.41	16.67	5.56	5.88	25.00	18	17	24
3	*	35.71	57.89	*	35.71	10.53	*	21.43	15.79	*	7.14	15.79	*	14	19
4	56.25	33.33	40.00	43.75	33.33	40.00	0.00	16.67	6.67	0.00	16.67	13.33	16	18	15
5	*	40.91	42.86	*	36.36	50.00	*	9.09	7.14	*	13.64	0.00	*	22	14
6	57.14	*	38.46	42.86	*	46.15	0.00	*	7.69	0.00	*	7.69	14	*	13
All Grades	48.48	27.35	29.06	45.45	34.19	31.62	3.03	23.08	21.37	3.03	15.38	17.95	66	117	117

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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		5.88	0.00		41.18	7.14		35.29	85.71		17.65	7.14		17	14
1	*	0.00	5.56	*	19.05	16.67	*	33.33	22.22	*	47.62	55.56	*	21	18
2	16.67	0.00	0.00	44.44	23.53	16.67	27.78	41.18	37.50	11.11	35.29	45.83	18	17	24
3	*	7.14	0.00	*	21.43	15.79	*	35.71	36.84	*	35.71	47.37	*	14	19
4	6.25	0.00	6.67	25.00	22.22	26.67	50.00	33.33	26.67	18.75	44.44	40.00	16	18	15
5	*	4.55	0.00	*	9.09	21.43	*	54.55	64.29	*	31.82	14.29	*	22	14
6	0.00	*	7.69	28.57	*	15.38	42.86	*	46.15	28.57	*	30.77	14	*	13
All Grades	9.09	2.56	2.56	28.79	20.51	17.09	43.94	42.74	43.59	18.18	34.19	36.75	66	117	117

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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		5.88	7.14		64.71	42.86		29.41	50.00		17	14
1	*	0.00	11.11	*	80.95	44.44	*	19.05	44.44	*	21	18
2	11.76	0.00	12.50	88.24	76.47	66.67	0.00	23.53	20.83	17	17	24
3	*	35.71	21.05	*	50.00	63.16	*	14.29	15.79	*	14	19
4	37.50	16.67	26.67	62.50	55.56	66.67	0.00	27.78	6.67	16	18	15
5	*	9.09	28.57	*	72.73	50.00	*	18.18	21.43	*	22	14
6	7.69	*	15.38	92.31	*	61.54	0.00	*	23.08	13	*	13
All Grades	20.63	9.40	17.09	79.37	69.23	57.26	0.00	21.37	25.64	63	117	117

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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		5.88	0.00		70.59	85.71		23.53	14.29		17	14
1	*	14.29	5.56	*	66.67	55.56	*	19.05	38.89	*	21	18
2	45.45	52.94	41.67	45.45	41.18	33.33	9.09	5.88	25.00	11	17	24
3	*	64.29	63.16	*	21.43	26.32	*	14.29	10.53	*	14	19
4	93.33	50.00	46.67	6.67	38.89	40.00	0.00	11.11	13.33	15	18	15
5	*	77.27	85.71	*	9.09	14.29	*	13.64	0.00	*	22	14
6	83.33	*	84.62	16.67	*	7.69	0.00	*	7.69	12	*	13
All Grades	75.00	46.15	45.30	21.43	39.32	37.61	3.57	14.53	17.09	56	117	117

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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		11.76	0.00		70.59	78.57		17.65	21.43		17	14
1	*	4.76	11.11	*	38.10	27.78	*	57.14	61.11	*	21	18
2	44.44	0.00	4.17	38.89	70.59	50.00	16.67	29.41	45.83	18	17	24
3	*	7.14	0.00	*	50.00	36.84	*	42.86	63.16	*	14	19
4	6.25	0.00	0.00	75.00	61.11	53.33	18.75	38.89	46.67	16	18	15
5	*	4.55	0.00	*	45.45	64.29	*	50.00	35.71	*	22	14
6	0.00	*	15.38	57.14	*	38.46	42.86	*	46.15	14	*	13
All Grades	16.67	4.27	4.27	60.61	52.99	48.72	22.73	42.74	47.01	66	117	117

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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		29.41	42.86		35.29	50.00		35.29	7.14		17	14
1	*	0.00	5.56	*	71.43	55.56	*	28.57	38.89	*	21	18
2	16.67	23.53	8.33	66.67	47.06	54.17	16.67	29.41	37.50	12	17	24
3	*	7.14	10.53	*	78.57	63.16	*	14.29	26.32	*	14	19
4	13.33	5.56	13.33	73.33	55.56	53.33	13.33	38.89	33.33	15	18	15
5	*	13.64	14.29	*	59.09	71.43	*	27.27	14.29	*	22	14
6	8.33	*	7.69	83.33	*	76.92	8.33	*	15.38	12	*	13
All Grades	9.43	11.97	13.68	79.25	59.83	59.83	11.32	28.21	26.50	53	117	117

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. Student performance on the ELPAC is relatively stable.
2. Our students struggle most in writing and reading. We will focus on phonics, blending, fluency, and comprehension.
3. Areas for exploration include developing more programming for our newcomer population.

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.

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
353	73.1	33.1	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Lorin A. Eden Elementary.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	117	33.1
Foster Youth		
Homeless	5	1.4
Socioeconomically Disadvantaged	258	73.1
Students with Disabilities	62	17.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	32	9.1
American Indian	1	0.3
Asian	63	17.8
Filipino	57	16.1
Hispanic	152	43.1
Two or More Races	23	6.5
Pacific Islander	11	3.1
White	10	2.8

Conclusions based on this data:

1. In 2021-22, roughly 1/2 of our students came from families with low socioeconomic status or where guardians have not received a high-school diploma. In 2023-24, that percentage has increased to 73%.
2. Roughly 1/3 of our students are emergent bilinguals.
3. 17% of our students receive Special Education Services.

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 Yellow	Chronic Absenteeism Yellow	Suspension Rate Orange
Mathematics Yellow		
English Learner Progress Orange		

Conclusions based on this data:

1. Lorin Eden works to employ alternative approaches to discipline including restorative circles with facilitated repair work, counseling supports and parent partnerships related to student expectations, which is reflected in the very low suspension rate. However we see an increase in suspensions with 1.9% suspended at least one day (or 7 students in 2022-23).

2. Our chronic absenteeism rate declined for all students. This has been an area of focus and will continue to be going forward.
3. English Learner progress as measured by ELPAC is an ongoing area of focus.

School and Student Performance Data

Academic Performance English Language Arts

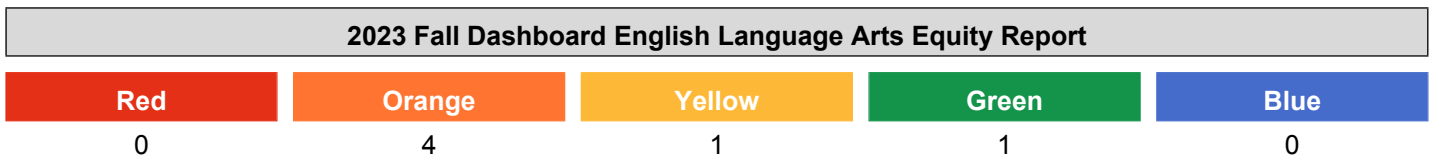
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This section provides number of student groups in each level.



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  Yellow 51 points below standard Increased +12.5 points 196 Students	English Learners  Orange 85.4 points below standard Increased Significantly +16.1 points 74 Students	Foster Youth  No Performance Color 0 Students
Homeless Less than 11 Students 2 Students	Socioeconomically Disadvantaged  Yellow 69.6 points below standard Increased Significantly +38.1 points 150 Students	Students with Disabilities  Orange 204 points below standard Increased Significantly +43.9 points 36 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
124.1 points below standard Increased +7.9 points 19 Students	Less than 11 Students 1 Student	 Orange 43.8 points below standard Decreased Significantly - 57.4 points 31 Students	 Green 13 points above standard Increased +4.7 points 41 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 90.1 points below standard Increased Significantly +30.1 points 79 Students	14 points below standard 13 Students	Less than 11 Students 8 Students	Less than 11 Students 5 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
104.9 points below standard Increased Significantly +34.8 points 52 Students	39.4 points below standard Decreased Significantly -35.4 points 22 Students	36.1 points below standard Increased Significantly +15.6 points 112 Students

Conclusions based on this data:

1. Performance of students in ELA increased for all students, and increased significantly for current English Learners, and for Students with Disabilities and Socioeconomically disadvantaged students.
2. Performance of Reclassified English learners may be an area for further exploration.
3. Asian student performance decreased significantly for the 31 students in this group.

School and Student Performance Data

Academic Performance Mathematics

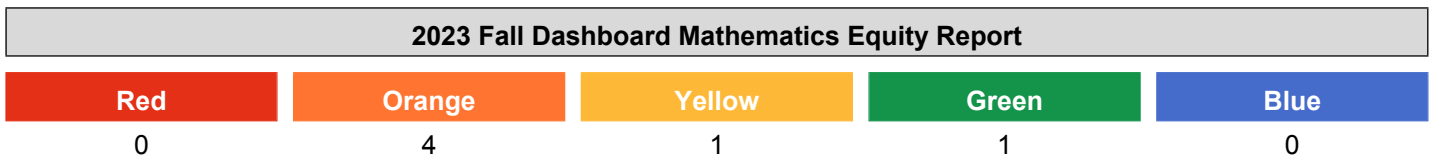
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This section provides number of student groups in each level.



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 75.4 points below standard Increased Significantly +15.1 points 196 Students	English Learners  Orange 100.5 points below standard Increased Significantly +17.1 points 74 Students	Foster Youth  No Performance Color 0 Students
Homeless Less than 11 Students 2 Students	Socioeconomically Disadvantaged  Yellow 93.9 points below standard Increased Significantly +31.9 points 150 Students	Students with Disabilities  Orange 227.8 points below standard Increased Significantly +32 points 36 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
160.8 points below standard Increased Significantly +17.7 points 19 Students	Less than 11 Students 1 Student	 Orange 55.9 points below standard Decreased Significantly -40 points 31 Students	 Green 13.8 points below standard Increased Significantly +20.9 points 41 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 110.3 points below standard Increased Significantly +23.5 points 79 Students	23.8 points below standard 13 Students	Less than 11 Students 8 Students	Less than 11 Students 5 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
111.3 points below standard Increased Significantly +41.6 points 52 Students	74.8 points below standard Decreased Significantly -50.5 points 22 Students	65 points below standard Increased Significantly +23.7 points 112 Students

Conclusions based on this data:

1. Lorin Eden students demonstrated improved scores in Mathematics on dashboard measures. However, students continue to perform below standard. All student groups perform below standard and this is an area of need for focused intervention.
2. Most subgroups demonstrated growth, with the exception of Asian students and reclassified English learners. This is an area for further exploration.
3. Though we see a modest increase in scores, our students with disabilities are performing the most below standard.

School and Student Performance Data

Academic Performance English Learner Progress

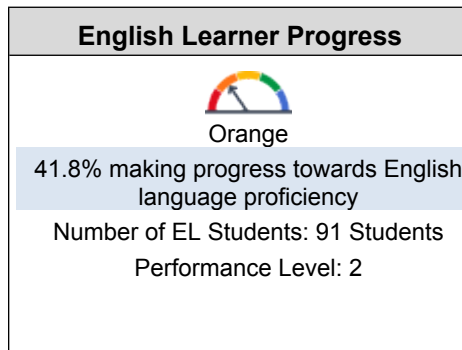
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

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
11	42	0	38

Conclusions based on this data:

1. In 2022-23, the majority of students in this indicator either maintained at lower ELPI levels or progressed at least one level. About half of Lorin Eden’s EL students are making progress on this dashboard indicator.
2. 12% of students decreased one ELPI level.
3. 42% of students progressed at least one ELPI level.

School and Student Performance Data

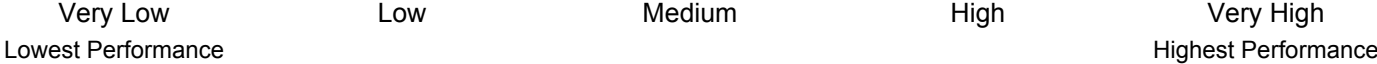
Academic Performance College/Career Report

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

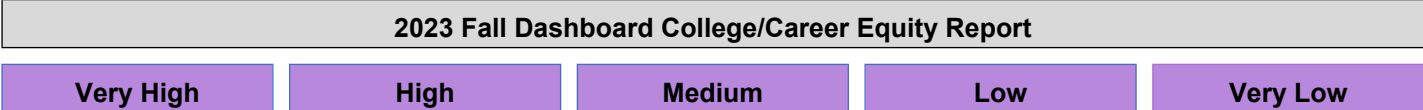
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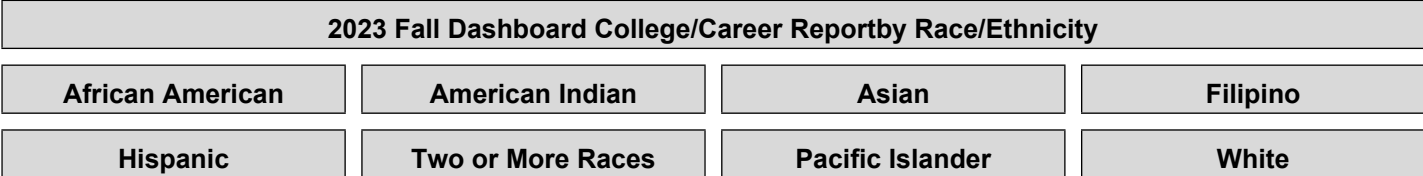
This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



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



Conclusions based on this data:

- 1. Not reported.

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







This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 Yellow 39.5% Chronically Absent Declined Significantly -16.3 372 Students	 Orange 32.8% Chronically Absent Declined -22.2 134 Students	 No Performance Color 0 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students 5 Students	 Yellow 40.4% Chronically Absent Declined Significantly -22.9 282 Students	 Orange 57.1% Chronically Absent Declined -11.9 70 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 61.8% Chronically Absent Declined -11.2 34 Students	Less than 11 Students 1 Student	 Yellow 15.2% Chronically Absent Declined -28.6 66 Students	 Orange 37.7% Chronically Absent Declined -9.4 61 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 48.4% Chronically Absent Declined Significantly -11.7 157 Students	21.4% Chronically Absent Declined -33.1 28 Students	41.7% Chronically Absent Declined -8.3 12 Students	46.2% Chronically Absent Declined -15.4 13 Students

Conclusions based on this data:

1. Our African American, Hispanic and Filipino students have the highest percentage of chronic absenteeism and this is a major concern at Lorin Eden.
2. Attendance improved for all students, including English Learners and students with disabilities.
3. African American students and students with disabilities are two subgroups with highest chronic absenteeism at Lorin Eden.

School and Student Performance Data

Academic Engagement Graduation Rate

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2023 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. Not applicable.

School and Student Performance Data

Conditions & Climate Suspension Rate

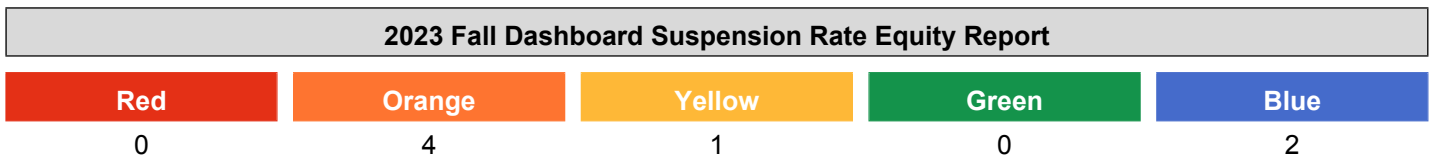
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This section provides number of student groups in each level.



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 Orange 1.9% suspended at least one day Increased 1.3 377 Students	English Learners Yellow 0.7% suspended at least one day Increased 0.7 137 Students	Foster Youth No Performance Color 0 Students
Homeless Less than 11 Students 5 Students	Socioeconomically Disadvantaged Orange 2.5% suspended at least one day Increased 1.5 283 Students	Students with Disabilities Blue 0% suspended at least one day Declined -2.8 70 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 2.9% suspended at least one day Increased 2.9 35 Students	Less than 11 Students 1 Student	 Blue 0% suspended at least one day Maintained 0 68 Students	 Orange 1.6% suspended at least one day Increased 1.6 61 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 1.9% suspended at least one day Increased 1.9 159 Students	3.6% suspended at least one day Increased 3.6 28 Students	0% suspended at least one day Declined -6.3 12 Students	7.7% suspended at least one day Increased 0.5 13 Students

Conclusions based on this data:

1. Rates of suspension at Lorin Eden are slightly increased in the 2023-24 school year, representing under 10 students over the course of the year.
2. There was a decline in the number of suspensions for students with disabilities.
3. Our African American students had the greatest rate increase for a student subgroup.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Deeper Learning -- Language and Literacy

Deeper Learning -- Language and Literacy: All students will receive literacy instruction that is tailored to their needs, through an equity lens, as measured on State (CAASPP ELA) and local assessments. All grade levels will increase performance on CAASPP ELA Reading by 5% in the categories of "at or near standard" and "exceeded standard."

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will engage in Deeper Learning activities as part of their regular Language Arts instruction during the 24-25 school year.

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.

Goal Statement:

All kinder students will know 100% of the letter and sound correspondence (BPST) by the end of Kindergarten. Grades 1-6 students will read within their grade level band or make two letters of growth over the course of the year.

What data did you use to form this goal (findings from data analysis)?

Data used to formulate the current goals include CAASPP scores, local English Language Arts assessment system scores, and district benchmark student achievement data

Group data to be collected to measure gains:

We will use district benchmark reading levels and BPST assessments

Strategy:

Teachers will take baseline scores at the beginning of the school year and then use balanced literacy strategies coupled with anti-racist pedagogy to build students' reading comprehension skills and abilities. Staff will use safe to fail experiments and inquiry loops to improve the school experience for our students at the margins.

Groups participating in this goal (e.g., students, parents, teachers, administrators):

All students will participate in this goal. All classroom teachers will participate in the support of this goal. Families will also support this goal.

Anticipated annual growth for each group:

All students will demonstrate growth in the reading proficiency scores OR will read within their grade level band OR will know 100% of letter-sounds.

Means of evaluating progress toward this goal:

District reading assessments (trimester scores), Teacher observations of student learning, BPST assessments

How does this goal align to your Local Educational Agency Plan goals?

The LEA has the goal of all students making progress towards proficiency in CCSS standards. All students will engage in Deeper Learning activities as part of their regular Language Arts instruction.

What did the analysis of the data reveal that led you to this goal?

Data shows that on the 2022-23CAASPP, 63% of students are near or below standard in Overall Reading Achievement.

Which stakeholders were involved in analyzing data and developing this goal?

- School Site Council (SSC)
- English Language Advisory Committee (ELAC)
- Site Based Decision Making (SBDM) Team
- Instructional Leadership Teams (ILTs)
- Coffee With the Principal Group
- Parent/Teacher Association (PTA)

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 Reading - All Grades	2022-23 Overall Achievement in Reading, 60.42% of students are "at or near standard" and "exceeded standard" on CAASPP ELA measures.	65% of students in grades 3-6 who take CAASPP ELA will be performing "at or near standard" or "exceeded standard".

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	Lorin Eden will provide staff release time for planning, analyzing assessment data, establishing next steps for students, including intervention/acceleration for students who would benefit from it, with a focus on equity for all students, with particular attention to be given to English Learners and African American students. In addition, release time will be provided for collaborative observations of current evidence-based practices.	All students	2100 LCFF Supplemental and Concentration Funds 1000-1999: Certificated Personnel Salaries Release time or additional hourly for assessments, data analysis, observation
1.2	Lorin Eden will hire a paraeducator to support the implementation of interventions and support combination classroom instruction.	Students identified as needing additional intervention and support will receive intervention in English/Language Arts through a structured intervention program.	24,432 ESSA Title I , Part A , Basic Grants Low Income and Neglected 2000-2999: Classified Personnel Salaries Intervention programming
1.3	Lorin Eden will use an online platform as a supplemental resource to provide access to instruction at each student's individual reading level.	Identified students needing additional reading support.	6,600 LCFF Supplemental and Concentration Funds 5800: Professional/Consulting Services And Operating Expenditures

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.

This year we implemented a full time instructional paraeducator as an intervention measure. While there is some data indicating that support is producing improved outcomes, we are adjusting the position to better meet student needs and we are adjusting the strategies accordingly.

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

In 2024-25 we expect a reduction in funding and can no longer support a full time paraeducator to serve 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.

The strategies will be adjusted to better meet the goal as designed. Adjustments to the process of scheduling and planning programming will be made by the Site Based Decision Making Team.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Deeper Learning -- Mathematics

Deeper Learning -- Mathematics: All students will receive mathematics instruction that is tailored to their needs, through an equity lens, as measured on State (CAASPP Math) and local assessments. All student groups grades 3-6 who test with CAASPP will increase performance on CAASPP Math Concepts and Procedures by 5% in the categories of "at or near standard" and "exceeded standard".

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will engage in Deeper Learning activities as part of their regular Math instruction during the 2024-25 school year.

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.

Goal Statement:

Students will demonstrate 80% proficiency on grade level math assessments OR will demonstrate a 10% increase towards grade level proficiency as measured on grade level math assessments between Fall 2022 and Spring 2023.

What data did you use to form this goal (findings from data analysis)?

We are using a new data point for this goal.

Group data to be collected to measure gain:

We will collect data on classroom assessments given at the beginning and end of the school year to measure growth.

Strategy:

Teachers will use existing math practices, focus on student relationships, and leverage culturally responsive teaching practices to provide all students with engaging math education. Staff will also work to dismantle White Supremacy Culture from the math curriculum.

Groups participating in this goal:

All students will participate in this goal and all instructional staff, including administration, will participate in supporting student achievement of the goal.

Anticipated annual growth for each group:

Students will make an average of 5% growth in their math scores or reach 80% proficiency.

Means of evaluating progress toward this goal:

Classroom based assessments and district benchmark math assessments grade K-2

How does this goal align to your Local Educational Agency Plan goals?

Deeper learning allows students to focus on building deeper understanding versus broader understanding of concepts. Our focus on fewer standards at a higher level mirrors this.

What did the analysis of the data reveal that led you to this goal?

CAASPP data shows that our school made gains last year. There is incomplete data for grades K-2 at this time.

Which stakeholders were involved in analyzing data and developing this goal?

- School Site Council (SSC)
- English Language Advisory Committee (ELAC)
- Site Based Decision Making (SBDM) Team
- Instructional Leadership Team (ILT)
- PTA

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 Concepts and Procedures	52.08% of students currently perform "at or near", or "exceeded standard" in this category	60% of students will perform "at or near" or "exceeded standard" in this category

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Lorin Eden will provide teachers and intervention staff release time for planning and to analyze	All students	2100

	assessment data, establish next steps for students, including intervention/acceleration for students who would benefit from it, with a focus on equity for all students. Particular attention and prioritization will be given to English Learners and African American students. In addition, release time will be provided for collaborative observations of current evidence-based practices.		LCFF Supplemental and Concentration Funds 1000-1999: Certificated Personnel Salaries Substitute coverage for release time
2.2	Lorin Eden will provide an intervention strategy to support this goal.	Students identified as needing additional intervention and support will receive intervention in Math through a structured intervention program.	24433 ESSA Title I , Part A , Basic Grants Low Income and Neglected 2000-2999: Classified Personnel Salaries Instructional Paraeducator

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.

This year we implemented a full time instructional paraeducator as an intervention measure. Due to funding limitations we are unable to sustain this intervention. Strategies are adjusted accordingly.

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

In 2024-25 we expect a reduction in funding and can no longer support a full time paraeducator to serve 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.

The strategies will be adjusted to better meet the goal as designed. Adjustments to the process of scheduling and planning programming will be made by the Site Based Decision Making Team.

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. The percentage of EL students making progress of at least one level on the ELPI will increase to 55%.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Our emergent bilinguals (ELs) will thrive by having access to Deeper Learning, where they will feel safe and welcomed as they continue to master English alongside their other content areas.

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.

We need to support our emergent bilingual students in gaining the language skills needed to thrive in school.

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
English Learner Progress Indicator (Statewide Dashboard)	50.0% of students progressed at least one ELPI level	55% of students will progress at least one ELPI level
Redesignation data (RFEP - Reclassified Fluent English Proficient)	Up through April 2022-23, approximately 6% of our EL population has been reclassified in the 22-23 school year.	10% of our English Learners will be reclassified RFEP

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	Lorin Eden will provide teachers with additional training support for teachers to plan Integrated and Designated ELD to fully support students' language proficiency and access to the content.	English Learners	0 District Funded None Specified EL specialist to provide additional training for Lorin Eden teachers specifically to support our English Learners in the classroom.

3.2	District EL Specialist and Paraeducator to provide strategic small group instruction for at least 12 weeks of the school year.	English learners identified by our EL specialist	0 District Funded None Specified District Funded EL Specialist and District Funded Paraeducator
3.3	Identified English Learners and Newcomers will be provided instruction on the LEXIA English platform which is specifically designed for newcomers and emergent bilingual students.	English Learners identified as benefitting from online instruction	800 LCFF Supplemental and Concentration Funds 5800: Professional/Consulting Services And Operating Expenditures Student subscriptions for LEXIA English

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.

Students received limited intervention in the 2023-24 school year due to staffing challenges. Lexia English has served a small group of newcomers who do not otherwise receive support outside of core instruction.

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

Rather than providing a site license, we will be providing individual Lexia licenses for specific learners. This will reduce overall 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.

Reductions in funding require adjustments to provide access to online subscriptions for identified students only rather than the whole population.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

Deeper Learning -- Visual and Performing Arts

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All of our students will have access to culturally and linguistically relevant and responsive course materials and pedagogy, as part of an ongoing effort to provide our teachers and staff with the latest professional development opportunities.

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.

HUSD is one of the most linguistically and racially diverse districts in the US. Our student programming in the arts does not yet reflect the rich diversity in our school.

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
Annual needs survey	Limited opportunities exist in classrooms or after school for visual/performing arts	Lorin Eden will have monthly arts focus represented in classrooms and will have at least two after school opportunities for visual/performing arts.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Lorin Eden will promote arts integration by hosting performances that are culturally relevant and connected to our community.	All Students	2000 Parent-Teacher Association (PTA) 0001-0999: Unrestricted: Locally Defined Assemblies and performances
4.2	Lorin Eden will offer after school opportunities for enrichment in the arts (drama and art clubs).	All students	400 Parent-Teacher Association (PTA)

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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.

This year, we were able to offer Art Club and Drama Club. With funding from Prop 28 we hope to offer expanded programming next year once planning is complete.

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 with this initial plan.

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.

Changes will be made to the strategies implemented toward supporting VAPA activities at Lorin Eden once the site team determines the plan for allocation of Prop 28 funding (Fall 2024). The SPSA will be updated at that time.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

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

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

All students will have access to a safe and welcoming school environment. The school will promote a focus on the whole child by ensuring that all students have access to SEL-related strategies on a daily basis through a schoolwide culture/climate initiative. Fifth Graders will report a measureable increase in feelings of school connectedness on the California Healthy Kids Survey (CHKS). The school will determine how to measure student growth in SEL based on the SEL-related strategies the site implements using baseline data from a fall survey.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All of our students will feel safe and supported at school every day, and will attend and engage in classes daily, as a result of our staff's continued efforts to create a supportive and welcoming environment.

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.

Goal Statement:

Our attendance goal is to increase our monthly average attendance by 1% (from 95%-96%).

Data gathered was from ADA reports generated through our attendance data collection systems.

Group data to be collected to measure gains:

Data will continue to be reported weekly / monthly, and a comparative analysis of data reporting excessive absences will be provided and addressed with individual families.

Strategy:

The site will use the COST team to monitor bi-monthly attendance trends and case manage students and families. In addition, the team will use site funds to promote school attendance through anti-racism, culturally responsive pedagogy, assemblies and activities, as well as social emotional supports.

Groups participating in this goal (e.g., students, parents, teachers, administrators):

Students identified with severe and chronic absences, parents, classified staff, administrators.

Anticipated annual growth for each group :

It is expected that students with severe and chronic absences will decrease by 10% .

Means of evaluating progress toward this goal:

Daily, weekly, monthly attendance and truancy data.

How does this goal align to your Local Educational Agency Plan goals ? :

The LEA plan has the same goal in this area and is more ambitious, with a goal of 97% ADA. Lorin Eden will strive to meet that mark.

What did the analysis of the data reveal that led you to this goal ?

Our current data shows that our ADA is 94.5. In addition, we learned that our Kinder and 1st grade students have the lowest attendance rates. Furthermore, our African American students were the student group with the highest absentee rate.

Which stakeholders were involved in analyzing data and developing this goal ?

- School Site Council (SSC)
- Site Based Decision Making (SBDM) Team
- Child Welfare & Attendance Department
- Parent Learning Groups & PTA

COST Team

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
Program Implementation	We are implementing Soul Shoppe schoolwide and we have the Safe School Ambassadors program during 2023-24.	All teachers and staff will receive training and will implement the identified components of the Soul Shoppe curriculum and Safe School Ambassadors (if continued funding) across settings at Lorin Eden.
Survey data	Survey to be administered in Fall to evaluate status of program implementation.	Survey data at end of year will indicate that all teachers and staff are aware of and connected to the SEL programs at Lorin Eden.
ILT and Staff Meeting agendas	Ongoing AB/AR work is documented in staff meeting agendas.	Ongoing AB/AR and Culturally Responsive Pedagogy training will be documented in ILT and Staff Meeting agendas.

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	Funding to support climate and culture initiatives that support all students schoolwide, eg: Safe School Ambassadors Program and Soul Shoppe programming.	All Students	0 District Funded None Specified Family Engagement Specialist, and Youth Intervention Specialist serve Lorin Eden 4350 LCFF Supplemental and Concentration Funds 5800: Professional/Consulting Services And Operating Expenditures Soul Shoppe programming
5.2	Lorin Eden will engage in ongoing work to actively implement and embody Anti-Bias/Anti-Racist principles and will receive training in Culturally Responsive social/emotional strategies through staff development work and training with the SEL implementation.	All Students	
5.3	Regular attendance meetings are scheduled with the goal of connection and support for families of chronically absent or tardy students.	Targeted Students	

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Safe School Ambassadors has been implemented this year and this program was grant funded. Soul Shoppe is a program that staff wish to continue to develop common language and dialogue around social/emotional health.

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

Continuing implementation of Soul Shoppe through the online platform due to budget limitations. .

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.

No major changes in this other than depending on grant funding, Safe School Ambassadors may or may not continue in 2024-25.

Goals, Strategies, & Proposed Expenditures

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

Goal 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: Lorin Eden will increase the number of parents participating in school activities, including parent advocacy groups and Coffee with the Principal. We have met our goal of doubling parent participation in 2023-24, and hope to grow this further in the future.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All of our students will feel safe and supported at school every day, and will attend and engage in classes daily, as a result of our staff's continued efforts to create a supportive and welcoming environment.

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.

Students connection to school and feeling of belonging correlates frequently with a students' academic achievement at school. We also believe that students must be taken care of socially and emotionally if they are to thrive at school academically.

Groups participating in this goal:

Students, families and staff will participate in this goal.

Anticipated annual growth for each group:

There will be 10% growth in students feeling safe and 10% growth in students reporting a caring relationship with an adult. Parent engagement will increase at Lorin Eden events and activities.

Means of evaluating progress toward this goal:

Attendance at Lorin Eden hosted events, student attendance data,

What did the analysis of the data reveal that led you to this goal?

We couldn't actually analyze data in a meaningful way relating to this goal because the only data was suspension data and CHKS data, which was limited to 35% of our 5th graders. We need an assessment that surveys the entire student population.

Which stakeholders were involved in analyzing data and developing this goal ?

School Site Council

SBDM Team

ILT Team

PTA

Coffee with the Principal Parent Group

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
Parent participation/logins to hosted school-related meetings (ELAC, SSC, Coffee with the Principal)	The same 2-4 parents have attended regularly scheduled meetings via zoom across the three forums.	An increase in attendance at school-related meetings with the goal of at least doubling parent participation in 2024-25..
AASAI Participation	In 2023-24, Lorin Eden did not have an active AASAI group.	Meetings are on the 2024-25 calendar to host an AASAI group that meets regularly to discuss strategies to support African American student achievement.

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	Lorin Eden 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.	Family Engagement Specialist will send out communications and outreach to connect families to our school events.	Parent-Teacher Association (PTA)
6.2	Develop an event calendar for the year recognizing cultural and identity groups and including 2 evening family events in 2024-2025 school year.	All Students	
6.3	Family engagement specialist and Principal will conduct outreach and develop relationships with African American families and host at least two events specifically aimed at supporting our African American population.	Develop an active AASAI group that supports the African American initiatives at Lorin Eden.	750 LCFF None Specified Expenditure of these funds will be determined by the AASAI group at Lorin Eden to benefit African American student achievement.

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.

Incomplete implementation of the goal - planning will be taking place in Spring 2024 to calendar all standing meetings as possible and communication out to the community will be developed for our fall welcome back day.

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



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: Lorin Eden will decrease chronic absenteeism by 5% in the 24-25 school year.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All of our students will feel safe and supported at school every day, and will attend and engage in classes daily, as a result of our staff's continued efforts to create a supportive and welcoming environment.

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.

School Dashboard indicators show that Lorin Eden has improved significantly in this area. As of December 2023, the chronic absenteeism rate declined by 14% overall.

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
Statewide Dashboard Data on Chronic Absenteeism	61.8% of African American students fall into the category of chronically absent in 2023 data..57.1% of students with disabilities fall into the category of chronically absent.	55% or fewer African American students will fall into the category of chronically absent. 50% or fewer students with disabilities will fall into the category of chronically absent.
Annual needs assessment data for SPSA	37% of respondents indicated a desire for support with navigating the school system	30% or fewer respondents to the annual needs assessment will indicate a need for support with navigating the school system.

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	Lorin Eden staff will continue to collaborate with the district's Child Welfare and Attendance division to reduce families' barriers to attendance, including early intervention and COST services.	Identified students	
7.2	Monthly attendance review and follow up meetings to be held including outreach and support options.	Students on path toward chronic absenteeism	
7.3	Scheduling of special events on high impact attendance days (Mon/Fri)	All students	

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

We exceeded this goal, and it is very much a priority to have students in attendance to access their education.

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

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.

Changes found in removing individual incentives and adding more schoolwide events to promote attendance.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$67,965.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0

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 (\$)

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

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 (\$)
District Funded	\$0.00
ESSA Title I , Part A , Basic Grants Low Income and Neglected	\$48,865.00
LCFF	\$750.00
LCFF Supplemental and Concentration Funds	\$15,950.00
Parent-Teacher Association (PTA)	\$2,400.00

Subtotal of state or local funds included for this school: \$67,965.00

Total of federal, state, and/or local funds for this school: \$67,965.00

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 Supplemental and Concentration Funds	11,970.00	-3,980.00
Title I Part A: Basic Grants Low-Income and Neglected	39,755.00	39,755.00

Expenditures by Funding Source

Funding Source	Amount
District Funded	0.00
ESSA Title I , Part A , Basic Grants Low Income and Neglected	48,865.00
LCFF	750.00
LCFF Supplemental and Concentration Funds	15,950.00
Parent-Teacher Association (PTA)	2,400.00

Expenditures by Budget Reference

Budget Reference	Amount
	400.00
0001-0999: Unrestricted: Locally Defined	2,000.00
1000-1999: Certificated Personnel Salaries	4,200.00
2000-2999: Classified Personnel Salaries	48,865.00
5800: Professional/Consulting Services And Operating Expenditures	11,750.00
None Specified	750.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
None Specified	District Funded	0.00

2000-2999: Classified Personnel Salaries	ESSA Title I , Part A , Basic Grants Low Income and Neglected	48,865.00
None Specified	LCFF	750.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration Funds	4,200.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental and Concentration Funds	11,750.00
	Parent-Teacher Association (PTA)	400.00
0001-0999: Unrestricted: Locally Defined	Parent-Teacher Association (PTA)	2,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	33,132.00
Goal 2	26,533.00
Goal 3	800.00
Goal 4	2,400.00
Goal 5	4,350.00
Goal 6	750.00

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
Julia Valdez	Principal
Bethanne Sally	Classroom Teacher
Leslie Parr	Classroom Teacher
Natalia Ramirez	Classroom Teacher
Kathy Gehr	Other School Staff
Isaac Robinson	Parent or Community Member
Sabria Dupree	Parent or Community Member
Karina Gillette	Parent or Community Member
Sophia Jauregui	Parent or Community Member
Brian Kwan	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 5/21/2024.

Attested:

	Principal, Julia Valdez on 5/21/24
	SSC Chairperson, Sophia Jauregui on 5/21/24