School Year: **2025-26**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Eden Gardens Elementary School	01611926090583	May 19, 2025	June 25, 2025

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

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

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

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

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

Schoolwide Program

The purpose of a SWP is to improve academic achievement throughout a school so that all students, particularly the lowest-achieving students, demonstrate proficiency on the State's academic standards (34 Code of Federal Regulations [CFR] 200.25[a][1]). The improved achievement is to result from improving the entire educational program of the school (34 CFR 200.25[a][2]).

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

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Plan Description

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

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

Schoolwide Program

The purpose of a SWP is to improve academic achievement throughout a school so that all students, particularly the lowest-achieving students, demonstrate proficiency on the State's academic standards (34 Code of Federal Regulations [CFR] 200.25[a][1]). The improved achievement is to result from improving the entire educational program of the school (34 CFR 200.25[a][2]).

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

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

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

Educational Partner Involvement

How, when, and with whom did Eden Gardens Elementary 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

Shared data and created a draft plan at:
- Monthly School Site Council (SSC) meetings
- Principal Coffee
- English Learner Advisory Committe (ELAC) meeting
- English Language Learner Master Plan presentation to stakeholders in March 2025.
- The plan was presented to the Site-Based Decision-Making Team, Eden Gardens Staff, English Learner Advisory Committee, and School Site Council for approval.

Resource Inequities

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

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

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.

Chronic Absenteeism, Suspension Rate, ELA, Math

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.

Chronic Absenteeism - English Learners, Socioeconomically Disadvantaged.
Suspension Rate - Latinx, Two or More Races, and Socioeconomically Disadvantaged English Learners, Filipino, Students with Disabilities.
ELA - English Learners, Latinx, Socioeconomically Disadvantaged, Students with Disabilities.
Math - Students with Disabilities, English Learners, Filipino, Latinx, Socioeconomically Disadvantaged.

Other Needs

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

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Eden Gardens Elementary 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		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.21%	0%	%	1	0	
African American	4.72%	5.61%	5.24%	23	27	25
Asian	12.11%	8.73%	10.06%	59	42	48
Filipino	14.58%	13.1%	12.37%	71	63	59
Hispanic/Latino	52.16%	53.64%	52.83%	254	258	252
Pacific Islander	3.08%	3.95%	3.77%	15	19	18
White	4.93%	6.03%	6.71%	24	29	32
Two or More Races	8.01%	8.32%	8.81%	39	40	42
Not Reported	0.21%	0.62%	0.21%	1	3	
			Total Enrollment	487	481	477

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	79	82	57
Grade 1	77	60	61
Grade 2	64	72	65
Grade3	69	57	75
Grade 4	69	73	61
Grade 5	65	73	76
Grade 6	64	64	60
Total Enrollment	487	481	477

Conclusions based on this data:

1. Over the last three years our enrollment continues to decline slighlty each year.
2. Enrollment had dropped slightly in the 6th grade.
3. We are currently seeing an increase in Kindergarten enrollment.

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		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	110	108	126	22.6%	22.5%	26.4%
Fluent English Proficient (FEP)	68	69	65	14.0%	14.3%	13.6%
Reclassified Fluent English Proficient (RFEP)	39	49	39	8.0%	10.2%	8.2%

Conclusions based on this data:

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

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	73	58	70	70	58	69	70	58	69	95.9	100.0	98.6
Grade 4	69	75	61	68	71	58	68	71	58	98.6	94.7	95.1
Grade 5	61	71	78	59	71	75	59	71	75	96.7	100.0	96.2
Grade 6	61	58	60	57	56	38	57	56	38	93.4	96.6	63.3
All Grades	264	262	269	254	256	240	254	256	240	96.2	97.7	89.2

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2391.	2367.	2400.	17.14	10.34	24.64	18.57	22.41	10.14	25.71	17.24	15.94	38.57	50.00	49.28
Grade 4	2444.	2444.	2414.	10.29	15.49	10.34	25.00	33.80	15.52	35.29	12.68	32.76	29.41	38.03	41.38
Grade 5	2443.	2471.	2463.	5.08	11.27	17.33	23.73	23.94	16.00	22.03	33.80	21.33	49.15	30.99	45.33
Grade 6	2480.	2462.	2496.	3.51	3.57	7.89	28.07	25.00	31.58	31.58	23.21	28.95	36.84	48.21	31.58
All Grades	N/A	N/A	N/A	9.45	10.55	16.25	23.62	26.56	16.67	28.74	21.88	23.75	38.19	41.02	43.33

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	7.14	5.17	14.49	52.86	55.17	53.62	40.00	39.66	31.88
Grade 4	13.24	15.49	12.07	73.53	57.75	63.79	13.24	26.76	24.14
Grade 5	11.86	8.45	9.33	59.32	70.42	61.33	28.81	21.13	29.33
Grade 6	5.26	5.36	13.16	57.89	53.57	60.53	36.84	41.07	26.32
All Grades	9.45	8.98	12.08	61.02	59.77	59.58	29.53	31.25	28.33

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	15.71	8.62	21.74	44.29	50.00	37.68	40.00	41.38	40.58
Grade 4	2.94	9.86	5.17	70.59	54.93	50.00	26.47	35.21	44.83
Grade 5	3.39	8.45	9.33	52.54	67.61	53.33	44.07	23.94	37.33
Grade 6	5.26	1.79	10.81	52.63	53.57	59.46	42.11	44.64	29.73
All Grades	7.09	7.42	12.13	55.12	57.03	48.95	37.80	35.55	38.91

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	4.29	3.45	11.59	75.71	74.14	71.01	20.00	22.41	17.39
Grade 4	10.29	7.04	6.90	77.94	78.87	74.14	11.76	14.08	18.97
Grade 5	0.00	8.45	6.67	81.36	76.06	70.67	18.64	15.49	22.67
Grade 6	7.02	3.57	7.89	71.93	66.07	73.68	21.05	30.36	18.42
All Grades	5.51	5.86	8.33	76.77	74.22	72.08	17.72	19.92	19.58

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	12.86	12.07	20.29	57.14	50.00	53.62	30.00	37.93	26.09
Grade 4	8.82	14.08	6.90	73.53	67.61	63.79	17.65	18.31	29.31
Grade 5	8.47	7.04	17.33	61.02	64.79	56.00	30.51	28.17	26.67
Grade 6	10.53	8.93	5.26	77.19	58.93	65.79	12.28	32.14	28.95
All Grades	10.24	10.55	13.75	66.93	60.94	58.75	22.83	28.52	27.50

Conclusions based on this data:

1. Review of CAASPP results show 33% of students met or exceeded the standard for ELA. This is a 4% decrease from last year. 43% of students are below the standard in English Language Arts. This a 2% increase from last year.

2. A review of CAASPP results shows a 3% increase in students exceeding standard in Reading and a 4% increase exceeding standard in Writing.

3. Review of CAASPP results show a 2% increase in students exceeding standard in Listening and 3% increase in exceeding standard Research/Inquiry.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	73	58	70	71	58	70	71	58	70	97.3	100.0	100
Grade 4	69	75	61	68	71	57	68	71	57	98.6	94.7	93.4
Grade 5	61	71	78	59	71	75	59	71	75	96.7	100.0	96.2
Grade 6	61	58	60	58	57	55	58	57	55	95.1	98.3	91.7
All Grades	264	262	269	256	257	257	256	257	257	97.0	98.1	95.5

* 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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2382.	2379.	2372.	7.04	5.17	11.43	19.72	13.79	14.29	30.99	34.48	18.57	42.25	46.55	55.71
Grade 4	2422.	2432.	2434.	4.41	8.45	7.02	19.12	18.31	15.79	33.82	32.39	36.84	42.65	40.85	40.35
Grade 5	2419.	2447.	2442.	3.39	9.86	9.33	6.78	4.23	13.33	22.03	23.94	16.00	67.80	61.97	61.33
Grade 6	2454.	2433.	2460.	3.45	1.75	7.27	10.34	8.77	7.27	34.48	26.32	32.73	51.72	63.16	52.73
Grade 11															
All Grades	N/A	N/A	N/A	4.69	6.61	8.95	14.45	11.28	12.84	30.47	29.18	24.90	50.39	52.92	53.31

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	9.86	6.90	14.29	46.48	44.83	28.57	43.66	48.28	57.14
Grade 4	7.35	12.68	10.53	47.06	43.66	45.61	45.59	43.66	43.86
Grade 5	5.08	9.86	14.67	20.34	29.58	29.33	74.58	60.56	56.00
Grade 6	3.45	1.75	5.45	37.93	31.58	25.45	58.62	66.67	69.09
Grade 11									
All Grades	6.64	8.17	11.67	38.67	37.35	31.91	54.69	54.47	56.42

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	11.27	5.17	14.29	49.30	43.10	31.43	39.44	51.72	54.29
Grade 4	4.41	7.04	8.77	50.00	60.56	47.37	45.59	32.39	43.86
Grade 5	3.39	2.82	4.00	37.29	53.52	45.33	59.32	43.66	50.67
Grade 6	3.45	1.75	5.45	51.72	42.11	45.45	44.83	56.14	49.09
All Grades	5.86	4.28	8.17	47.27	50.58	42.02	46.88	45.14	49.81

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	12.68	5.17	12.86	59.15	58.62	57.14	28.17	36.21	30.00
Grade 4	7.35	11.27	3.51	41.18	47.89	66.67	51.47	40.85	29.82
Grade 5	1.69	7.04	6.67	47.46	53.52	52.00	50.85	39.44	41.33
Grade 6	1.72	3.51	10.91	63.79	56.14	56.36	34.48	40.35	32.73
All Grades	6.25	7.00	8.56	52.73	53.70	57.59	41.02	39.30	33.85

Conclusions based on this data:

1. Review of CAASPP data indicates 22% of students met or exceeded standard for Math. This is a 4% increase from last year. 56% of students are below the standard in Math. This is a 2% increase from last year.
2. CAASPP data indicates an overall 4% increase in the percentage of students exceeding the standard in Problem Solving & Modeling/Data Analysis.
3. CAASPP data indicates an overall 5% decrease in the percentage of students below standards in Communicating Reasoning.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) 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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	1406.3	1386.1	1355.1	1414.0	1400.7	1368.7	1387.9	1351.8	1323.0	23	23	30
1	1438.6	1397.8	1415.8	1460.8	1398.1	1424.6	1416.1	1396.9	1406.8	17	17	18
2	1489.8	1460.7	1423.5	1498.9	1479.0	1437.8	1480.0	1442.1	1408.9	18	19	20
3	1477.3	1477.9	1488.4	1488.8	1491.3	1505.3	1464.9	1463.9	1470.8	12	15	18
4	1532.3	1485.5	1494.6	1547.3	1485.9	1500.9	1516.8	1484.7	1487.7	18	14	14
5	1520.6	1532.9	1526.2	1536.9	1547.2	1536.5	1503.9	1518.2	1515.4	11	12	13
6	1528.2	*	1533.5	1532.1	*	1553.2	1524.0	*	1513.3	14	9	14
All Grades										113	109	127

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	8.70	8.70	6.67	26.09	21.74	16.67	52.17	34.78	36.67	13.04	34.78	40.00	23	23	30
1	0.00	0.00	0.00	29.41	17.65	16.67	52.94	52.94	44.44	17.65	29.41	38.89	17	17	18
2	11.11	5.26	0.00	55.56	42.11	35.00	22.22	42.11	40.00	11.11	10.53	25.00	18	19	20
3	0.00	13.33	16.67	41.67	40.00	44.44	41.67	20.00	16.67	16.67	26.67	22.22	12	15	18
4	38.89	0.00	14.29	44.44	50.00	35.71	16.67	21.43	21.43	0.00	28.57	28.57	18	14	14
5	18.18	16.67	15.38	18.18	41.67	46.15	54.55	33.33	38.46	9.09	8.33	0.00	11	12	13
6	14.29	*	21.43	42.86	*	35.71	35.71	*	35.71	7.14	*	7.14	14	*	14
All Grades	13.27	6.42	9.45	37.17	33.03	30.71	38.94	38.53	33.86	10.62	22.02	25.98	113	109	127

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	4.35	8.70	10.00	47.83	26.09	26.67	30.43	30.43	30.00	17.39	34.78	33.33	23	23	30
1	23.53	5.88	5.56	29.41	23.53	44.44	41.18	35.29	27.78	5.88	35.29	22.22	17	17	18
2	50.00	21.05	25.00	22.22	47.37	45.00	16.67	26.32	5.00	11.11	5.26	25.00	18	19	20
3	16.67	40.00	55.56	66.67	33.33	22.22	8.33	13.33	16.67	8.33	13.33	5.56	12	15	18
4	72.22	14.29	42.86	27.78	50.00	21.43	0.00	21.43	28.57	0.00	14.29	7.14	18	14	14
5	45.45	50.00	46.15	45.45	33.33	46.15	9.09	16.67	7.69	0.00	0.00	0.00	11	12	13
6	35.71	*	57.14	50.00	*	35.71	7.14	*	0.00	7.14	*	7.14	14	*	14
All Grades	34.51	22.02	30.71	39.82	37.61	33.86	17.70	22.94	18.11	7.96	17.43	17.32	113	109	127

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	0.00	3.33	*	13.04	10.00	*	47.83	33.33	*	39.13	53.33	*	23	30
1	36.36	0.00	5.56	36.36	5.88	16.67	0.00	35.29	16.67	27.27	58.82	61.11	11	17	18
2	*	5.26	0.00	*	21.05	30.00	*	52.63	15.00	*	21.05	55.00	*	19	20
3	11.11	0.00	0.00	27.78	20.00	11.11	33.33	40.00	50.00	27.78	40.00	38.89	18	15	18
4	0.00	0.00	7.14	18.18	14.29	21.43	27.27	42.86	21.43	54.55	42.86	50.00	11	14	14
5	*	8.33	0.00	*	8.33	15.38	*	58.33	61.54	*	25.00	23.08	*	12	13
6	7.14	*	7.14	21.43	*	14.29	50.00	*	50.00	21.43	*	28.57	14	*	14
All Grades	5.31	1.83	3.15	22.12	12.84	16.54	43.36	44.04	33.86	29.20	41.28	46.46	113	109	127

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	4.35	8.70	6.67	73.91	43.48	60.00	21.74	47.83	33.33	23	23	30
1	17.65	5.88	22.22	82.35	64.71	55.56	0.00	29.41	22.22	17	17	18
2	16.67	10.53	10.53	66.67	63.16	68.42	16.67	26.32	21.05	18	19	19
3	16.67	13.33	11.11	83.33	60.00	61.11	0.00	26.67	27.78	12	15	18
4	55.56	14.29	35.71	44.44	50.00	42.86	0.00	35.71	21.43	18	14	14
5	0.00	16.67	15.38	90.91	75.00	76.92	9.09	8.33	7.69	11	12	13
6	21.43	*	35.71	57.14	*	42.86	21.43	*	21.43	14	*	14
All Grades	19.47	10.09	17.46	69.91	58.72	58.73	10.62	31.19	23.81	113	109	126

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	13.04	0.00	13.33	69.57	82.61	46.67	17.39	17.39	40.00	23	23	30
1	29.41	11.76	5.56	58.82	47.06	61.11	11.76	41.18	33.33	17	17	18
2	61.11	73.68	35.00	33.33	21.05	45.00	5.56	5.26	20.00	18	19	20
3	58.33	60.00	83.33	33.33	33.33	11.11	8.33	6.67	5.56	12	15	18
4	83.33	50.00	71.43	16.67	42.86	14.29	0.00	7.14	14.29	18	14	14
5	100.00	91.67	100.00	0.00	0.00	0.00	0.00	8.33	0.00	11	12	13
6	78.57	*	85.71	14.29	*	7.14	7.14	*	7.14	14	*	14
All Grades	55.75	46.79	48.82	36.28	39.45	30.71	7.96	13.76	20.47	113	109	127

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	9.09	0.00	3.33	81.82	69.57	40.00	9.09	30.43	56.67	22	23	30
1	0.00	5.88	11.11	47.06	35.29	16.67	52.94	58.82	72.22	17	17	18
2	11.11	10.53	0.00	72.22	63.16	40.00	16.67	26.32	60.00	18	19	20
3	0.00	0.00	0.00	33.33	46.67	44.44	66.67	53.33	55.56	12	15	18
4	11.11	0.00	0.00	66.67	64.29	50.00	22.22	35.71	50.00	18	14	14
5	0.00	8.33	7.69	45.45	75.00	53.85	54.55	16.67	38.46	11	12	13
6	14.29	*	7.14	35.71	*	14.29	50.00	*	78.57	14	*	14
All Grades	7.14	3.67	3.94	58.04	55.05	37.01	34.82	41.28	59.06	112	109	127

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	13.04	4.55	3.33	47.83	40.91	43.33	39.13	54.55	53.33	23	22	30
1	0.00	0.00	11.11	70.59	64.71	38.89	29.41	35.29	50.00	17	17	18
2	22.22	15.79	0.00	55.56	68.42	75.00	22.22	15.79	25.00	18	19	20
3	8.33	13.33	5.56	50.00	60.00	66.67	41.67	26.67	27.78	12	15	18
4	22.22	7.14	21.43	61.11	42.86	50.00	16.67	50.00	28.57	18	14	14
5	18.18	25.00	7.69	45.45	50.00	76.92	36.36	25.00	15.38	11	12	13
6	28.57	*	21.43	64.29	*	71.43	7.14	*	7.14	14	*	14
All Grades	15.93	9.26	8.66	56.64	57.41	58.27	27.43	33.33	33.07	113	108	127

Conclusions based on this data:

1. Based on this data, 9% of the site's English Learners were proficient at level 4. This is a 3% increase from the previous year.

2. Majority of students are remaining neutral, meaning they scored at the same level both years for that section of the test. The most needy area is in oral language at the primary grades followed by listening.

3. The data shows that at all grade levels, we must focus on providing more targeted instruction to scaffold and support our English Learners' academic achievement in all domains: listening, speaking, reading, and writing. This strategic support needs to happen in all content areas to see increased English Proficiency.

School and Student Performance Data

Student Population

The 2024 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.

2023-24 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
477	**70.9%**	**26.4%**	**0.0%**
Total Number of Students enrolled in Eden Gardens 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.

2023-24 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	126	26.4%
Foster Youth	0	0.0%
Homeless	6	1.3%
Socioeconomically Disadvantaged	338	70.9%
Students with Disabilities	60	12.6%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	25	5.2%
American Indian	0	0.0%
Asian	48	10.1%
Filipino	59	12.4%
Hispanic	252	52.8%
Two or More Races	42	8.8%
Pacific Islander	18	3.8%
White	32	6.7%

Conclusions based on this data:

1. 26% of students are English Learners.

2. 71% of students are Socioeconomically Disadvantaged.
3. 13% of students are Students with Disabilities and 1% are Homeless.

School and Student Performance Data

Overall Performance

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

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

2024 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance
English Language Arts

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

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
4	1	0	0	0

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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Orange	Red	No Performance Color
55.2 points below standard	91.6 points below standard	Less than 11 Students
Declined 11.6 points	Declined 35.4 points	5 Students
248 Students	80 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Red
0 Students	Less than 11 Students	76.2 points below standard
	2 Students	Declined 20.2 points
		177 Students

Students with Disabilities	African American	American Indian
Red	No Performance Color	No Performance Color
111.8 points below standard	74.1 points below standard	0 Students
Declined 8.8 points	Increased 8.5 points	
34 Students	12 Students	

Asian	Filipino	Hispanic
No Performance Color	Orange	Red
0.7 points below standard	37.3 points below standard	70.6 points below standard
Increased 15.8 points	Declined 13.8 points	Declined 13.9 points
26 Students	32 Students	136 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color
30.3 points below standard	Less than 11 Students	131.5 points below standard
Maintained 1.8 points	10 Students	Declined 109.4 points
20 Students		16 Students

Conclusions based on this data:

1. The review of English Language Arts Performance data indicates that students overall are 55.2 points below the standard.
2. English Language Arts Performance data shows that English Learners are 91.6 points below standard which is an increase of 35.4 points from last year.
3. English Language Arts Performance data shows that Students with Disabilities are 111.8 points below standard, which is an increase of 8.8 points from last year.

School and Student Performance Data

Academic Performance
Mathematics

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
1	4	0	0	0

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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Orange	Orange	No Performance Color
73.5 points below standard	85.6 points below standard	Less than 11 Students
Maintained 0.1 points	Declined 7.3 points	5 Students
252 Students	82 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Orange
0 Students	Less than 11 Students	89.6 points below standard
	3 Students	Declined 7.4 points
		179 Students

Students with Disabilities	African American	American Indian
Red	No Performance Color	No Performance Color
128.1 points below standard	102.6 points below standard	0 Students
Declined 19.4 points	Declined 9.4 points	
32 Students	12 Students	

Asian	Filipino	Hispanic
No Performance Color	Orange	Orange
17.3 points below standard	54.3 points below standard	90.4 points below standard
Increased 4.6 points	Declined 4.0 points	Maintained 0.3 points
28 Students	32 Students	136 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color
54.9 points below standard	Less than 11 Students	86.8 points below standard
Increased 7.9 points	10 Students	Declined 37.4 points
21 Students		16 Students

Conclusions based on this data:

1. The review of Mathematics Performance data indicates that students overall are 73.4 points below the standard in Mathematics. This does not reflect a change compared to last year.
2. Math Performance data indicates that English Learners are 85.6 points below standard which is an increase of 7.3 points from last year.
3. Math Performance data indicates that Students with Disabilities are 128.1 points below standard which is an increase of 19.4 points from last year.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
Green	No Performance Color
46.7% making progress.	making progress.
Number Students: 90 Students	Number Students: 5 Students

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

2024 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**
17.8%	34.4%	1.1%	44.4%

Conclusions based on this data:

1. The review of English Learner Progress indicates that 47% of students are making progress. This is a 13% increase compared to last year.
2. English Learner Progress Indicator indicates 18% of students decreased one ELPI Level.
3. English Learner Progress Indicator indicates 44% of students progressed one ELPI level.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Red	Red	No Performance Color
33.1% Chronically Absent	38.4% Chronically Absent	Fewer than 11 students - data not displayed for privacy
Maintained 0	Increased 7.6	5 Students
505 Students	146 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Orange
0 Students	Fewer than 11 students - data not displayed for privacy	37.3% Chronically Absent
	7 Students	Declined 1.4
		365 Students

Students with Disabilities	African American	American Indian
Orange	No Performance Color	No Performance Color
37% Chronically Absent	37.5% Chronically Absent	0 Students
Declined 5.4	Increased 1.8	
73 Students	32 Students	

Asian	Filipino	Hispanic
Yellow	Yellow	Red
17.3% Chronically Absent	18% Chronically Absent	40.6% Chronically Absent
Declined 5.9	Declined 5.8	Increased 2.2
52 Students	61 Students	266 Students

Two or More Races	Pacific Islander	White
Red	No Performance Color	Red
25.6% Chronically Absent	33.3% Chronically Absent	30.3% Chronically Absent
Increased 5.1	Declined 16.7	Increased 4.5
43 Students	18 Students	33 Students

Conclusions based on this data:

1. The review of CAASPP data indicates 33.1% of students are chronically absent. There was no change when compared to last year.
2. All student groups had a decline in chronic absenteeism except for our Latinx and African American populations which saw a slight increase.
3. The most significant decline increase chronic absenteeism is with white population group with a increase of 4.5%

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
3	3	1	1	0

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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Red	Orange	No Performance Color
5.4% suspended at least one day	4% suspended at least one day	Fewer than 11 students - data not displayed for privacy
Increased 2.5%	Increased 1.9%	5 Students
516 Students	149 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Red
0 Students	Fewer than 11 students - data not displayed for privacy	6.7% suspended at least one day
	7 Students	Increased 3.3%
		372 Students

Students with Disabilities	African American	American Indian
Orange	No Performance Color	No Performance Color
2.7% suspended at least one day	6.1% suspended at least one day	0 Students
Increased 1.1%	Declined 1.1%	
73 Students	33 Students	

Asian	Filipino	Hispanic
Yellow	Orange	Red
1.9% suspended at least one day	4.9% suspended at least one day	5.5% suspended at least one day
Maintained 0%	Increased 3.4%	Increased 3.3%
52 Students	61 Students	273 Students

Two or More Races	Pacific Islander	White
Red	No Performance Color	Green
8.9% suspended at least one day	11.1% suspended at least one day	2.9% suspended at least one day
Increased 6.7%	Increased 5.6%	Declined 6.7%
45 Students	18 Students	34 Students

Conclusions based on this data:

1. The review of CAASPP data indicates our suspension rate was very high for 2023-2024 school year.
2. There was an increase in suspensions in all groups except for our African American population which showed a slight decline.
3. Review the suspension data show a 6.7 decrease in suspensions for our white population and 1% decline in our African American studens.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

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

Identified Need

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

Increase students performance in English Language Arts.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Results Benchmark Assessment Universal Screener Assessment I-Ready Data	Overall 5% decrease in the percentage of students not meeting standards in English Language Arts.	10 point growth toward distance from Met in all subgroups in English Language Arts.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	-Eden Gardens will regularly provide teachers with additional collaboration time to analyze assessment data and determine the next steps, including intervention/acceleration for students who would benefit from it, with a focus on equity for all students. Eden Gardens will continue implementing interventions, screening, progress monitoring, and	All Students	11,650.00 LCFF 10,175.00 Title I

	data-driven decision-making as part of a multi-level prevention system that is aligned with the RTI framework. -Teachers, Cost Specialists, and the COST team will review student referrals and create a plan of action to support their academic needs. The COST team will meet a minimum of two times per month. A process will be developed to determine which students need intensive academic support and what will be included in the action plan. -Eden Gardens will provide intervention services to identified students based on our data, including significant subgroup (ELL, Latinx, Socio-Economically Disadvantaged) students, African-American students, and Students with Disabilities. Intervention services will be provided by the school's EL Specialist, the Intervention Teacher, and the SIP Assistant after school hours. -Intervention outside of school time will be provided to non-proficient students via iReady and LLI programs. -The role of the Library Technician will be pivotal in transforming our school library into a vibrant hub of knowledge and exploration. Their primary objective will be to create an inviting and resource-rich environment where students can immerse themselves in literature, conduct meaningful research, and cultivate a passion for reading. Moreover, the Library Technician will collaborate with teachers to integrate library resources into the curriculum, facilitating cross-disciplinary learning experiences that enhance students' understanding of core concepts and promote deeper exploration of subject matter.		19,308.00 Title I

Annual Review

SPSA Year Reviewed: 2024-25

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 continued the inplementation of of additional colloboration time for teachers to anallyze fastbridge data to dertime next steps and create small group reading for in class intervention. We offered afterschool Lexia intervantion classes. Each week during morning anncocement we recognized the class that had the highest usage for the week. ELL Specialist conducted intervention classes for EL student using Fountass and Pinell intervention program. We implemented afterschool intervention classes at 3rd through 5th Grades.

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

We where unable to hire a .2FTE Libarary Media Tech.

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

We will continue to try and add the library technician role to elevate student achievement and instill a lifelong appreciation for the power of knowledge and the joy of reading. We will implement the iReady platform for ELA schoolwide with PD for teachers to use with their students. Teachers will learn to gather IReady data to monitor instruction and develop intervention groups. We plan to offer after-school intervention to target students below and far below standard. For the 25-26 school year, we implement grade-level data talks in our monthly staff and weekly collaboration meetings to analyze CAASPP, FastBridge, and IReady Data. The teachers will continue to refer students to the COST Team to develop an intervention plan for underperforming students.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LEA Goal:

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

LCAP Goal:

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

Identified Need

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

Increase student achievement in Math.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Results IReady Data	Overall 5% decrease in the percentage of students not meeting standards in Mathematics.	10 point growth toward distance from Met in all subgroups in Mathematics.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	1. Eden Gardens will regularly provide teachers with additional collaboration time to analyze assessment data and determine the next steps, including intervention/acceleration for students who would benefit from it. Eden Gardens will continue to develop interventions, screening, progress monitoring, and data-driven decision-making as part of a multi-level prevention system aligned with the RTI framework. 2. Teachers, COST Specialists, and the COST team will review student referrals and create a plan	All Students	10,175.00 Title I

	of action to support their academic needs. The COST team will meet at least two times per month. A process will be developed to determine which students need intensive academic or other support and what will be included in the action plan. 3. Eden Gardens will provide intervention services to non-proficient students, including significant subgroups (ELL, Latinx, Socio-Economic Disadvantaged) students, as well as African-American students and Students with Disabilities. Intervention services will be provided by teachers after school. 4. Intervention during the school day and after school will be provided to underperforming students. 5. Eden Gardens will implement the IReady Math platform school-wide.		

Annual Review

SPSA Year Reviewed: 2024-25

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.

Eden Gardens provided teachers colloboration time to analyze assessement data, progress monitor and identify students for afterschool intevention classes. Colloboration time was used to design grade-level Math lessons.

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

4th and 5th grade teachers worked with District Math TOSA to implement Number Taks in their classrooms. Teachers where provided susbsitue teachers to colloborate with Math TOSA on implementation. We also provided teachers time to observe one another teaching Number Talk lessons in their classrooms.

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

We will implement the iReady platform for ELA schoolwide with PD for teachers to use with their students. Teachers will learn to gather IReady data to monitor instruction and develop intervention groups. We plan to offer after-school intervention to target students below and far below standard. For the 25-26 school year, we implement grade-level data talks in our monthly staff and weekly collaboration meetings to analyze CAASPP, FastBridge, and IReady Data. The teachers will continue to refer students to the COST Team to develop an intervention plan for underperforming students. Eden Garden Teachers who were trained in Number Talks will lead Number Talk professional developm with 1st,2nd,3rd, and 6th grade teachers.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LEA Goal:

- 21st Century Success for English Learners: Increase the number of English learners making annual progress towards demonstrating proficiency in English and mastering the Common Core Standards, or demonstrate growth towards mastery.

LCAP Goal:

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

Identified Need

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

Increasing the number of EL students becoming English Proficient.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC	50% of English Learners progress at least one level.	5% increase in the number of English Learners being reclassified as English Proficient. Increase by 5% the number of students progressing at least 1 level on the ELPAC.

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	1. Eden Gardens will provide teachers with additional collaboration time to plan Integrated and Designated ELDs that fully support students' language proficiency and access to the content. 2. EL students will attend daily English Language Development (ELD) classes to improve their language development skills.	English Language Learners	

	3. Use Systematic ELD Instructional materials to advance students to at least one level of English proficiency annually. 4. Regularly monitor the English Language proficiency levels using ELPAC and ADEPT assessments. 5. Align resources to provide extended learning opportunities for students to develop English language skills. Align resources to provide the EL Specialist to offer LLI intervention support to EL learners who are reading at least two years below grade level. 6. The site ELL Specialists will coordinate and facilitate school-wide ELPAC assessments of English Language Learners, input assessments into Illuminate, and develop ELD groupings. 7. As appropriate, The principal, EL Specialist, and other staff will meet at least once monthly to review reclassification data, local assessments, and any other student data related to ELL students. 8. The intervention teacher and ELL Specialist will provide Leveled Literacy Intervention to EL students.		

Annual Review

SPSA Year Reviewed: 2024-25

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.

Eden Gardens provided EL students with daily desiginated ELD instruction through out the school year. EL Specialists provided Leveled Literacy Intevention to EL Students and PD support with instructional strategies as needed/requested by teachers. Newcomer students used Lexia English platform and provided LLI intervention. We had a 12% increase in the number of students making progress.

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

EL Specialists provided support/PD on instructional strategies for new teachers.

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.

Eden Gardens will develop a plan to complete ELPAC testing a month after the window opens so that we can provide LLI intervention in the Spring for our EL students. EL Specialists will provided support/PD on instructional strategies for teachers teachers.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

Deeper Learning -- Visual and Performing Arts
Deeper Learning -- Visual and Performing Arts: Elementary teachers will implement VAPA activities (integrated or stand alone) on a monthly basis using a variety of discourse techniques.
Teacher will collaborate to create arts intergration lesson. Eden Gardens will continue with the Annual Art Showcase Night.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LEA Goal:

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

LCAP Goal:

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

Identified Need

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

All Students

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Arts integration in the content areas.	Inconsistent, uneven implementation of arts intergration among teachers at site.	Increase by 10% the number of teachers intergrating art in to other content areas.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Eden Gardens will promote arts integration by hosting performances, showcasing student work, providing teachers with arts integration professional development, and offering after school enrichment.	All Students	
4.2	In addition to the strategies above we will complete a Prop 28 Arts and Music In Schools plan for the 2025-2026 school year.	All Students	

Annual Review

SPSA Year Reviewed: 2024-25

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 will continue promoting art integration throughout the content areas based on monthly themes. We had an all school art show titled "The Me at EG" that showcased student art work which was well attended by the community.

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

Eden Gardens Teachers worked with District Art TOSA who taught demonstration lessons for teachers.

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.

Eden Gardens will provide teachers with Arts Intergation PD for all teachers. The bullten board at the main entrance will be used for showcasing student work. Each grade level will be responsible for displying student on a designated month. For the 25-26 school year we will offer families a series of Family Art Nights.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LEA Goal:

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

LCAP Goal:

- Increase average daily attendance by 1%.

Identified Need

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

Meet the district goal of 97% attendance.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Data	Suspension Rate has increased by 2.5%	Decrease Suspension Rate by 5%
California Health Kids Survey	Data Not Available at this time	5% Increase in Feelings of School Connectedness
Positive Behavior Intervention Data	Suspensions currently trending up	Decrease the number of students suspended by 10%

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
5.1	1. Eden Gardens will provide teachers and staff with additional resources and professional development in Social-Emotional Learning practices. To dramatically improve school climate through various strategies, activities, initiatives, and events.	All Students	

	These may include PBIS school year kick-off activities, Model Citizen recognition ceremonies, school-wide assemblies, regularly scheduled COST team meetings, noon supervisor training, weekly STAR Tag award announcements, and student/staff recognition. They may also include implementing an SST, RTI process, and staff training. 2. The school started Positive Behavior, Intervention, and Support (PBIS) and implemented this program school-wide. Continue PBIS Tier 2 team and Check-in / Check-out (CICO.) During 2022-2023, the school continued implementing the CICO system during the school year and concurrently started the implementation of Tier 3 interventions. During the 2023-24 school year, the school will further refine the Tier 1, Tier 2, and Tier 3 approaches while additionally working on Tier 3 behavior intervention under the guidance of the Behavior Intervention Counselor. 3. The school will continue implementing Restorative Practices, complementing PBIS. The school's Behavior Intervention counselor will continue to conduct PD for staff on the Solutions Team Anti-Bullying program and Restorative Practices. 4. The Principal, Counselor, and COST Specialists are currently trained and implementing Solution Teams.		

Annual Review

SPSA Year Reviewed: 2024-25

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.

Eden Garden contined to implement PBIS Tier I, II, III behavior interventions, We had bi-monthly PBIS assemblies for students. COST Team provided teachers with Behavior Intervention suggestion for and aligned students with appropirate services. The principal and SEL Counselor conducted Solution Teams to adress bullying.

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

Eden Gardens worked with District Climate TOSA who conducted a Body Bounderies and Consent PD with student lessons for Teachers.

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.

Eden Gardens new teaching staff will be provided Restoritve Practice PD. We will hold a Back to School Picinic for Familes to build community. SEL counselor will provide Self-Regulation PD for staff.

Goals, Strategies, & Proposed Expenditures

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

Goal 6

Title and Description of School Goal

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Parental Involvement (Engagement)
Pupil Achievement (Pupil Outcomes)

Identified Need

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

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Event sign-in sheets	In 24-25, we only offered two school-wide family events.	5% Increase in the number of parents attending events and classes. Increase number of family nights to 6.

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	1.Eden Gardens will provide additional options and opportunities for parents to participate in family nights and school activities by offering more flexible timing, translating for parents, and emphasizing parent-requested discussion topics. 2. The Parent Center will serve as the general location for parent/caretaker meetings, workshops, advisory group meetings, and a workspace for cleared parents/caretakers volunteering at the school. • Funds for materials, supplies, parent meetings, training, and family night events will be allocated.	All Students	3,140.00 LCFF 1,860.00 Title I 763.00 Title 1: Parent Allocation

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

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

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

Family Engagment Staff hosted a Resource Fair, Bike Mobile Repair and Tye Die Night for Families. Paent classes were held for parents and the topics covered included Attendance and CAASPP/ELPAC readiness.

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

We will increase communication to parents and families regarding events including multiple reminders. We will increase the number of family nights by 10%.

Goals, Strategies, & Proposed Expenditures

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

Goal 7

Title and Description of School Goal

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

Continue to decrease chronic absenteeism for all student groups

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Data	51.9% Chronically absent	Decrease Chronically absent students by 5%

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
7.1	Eden Gardens staff will collaborate with the district's Child Welfare and Attendance division to reduce families' barriers to attendance, including early intervention and COST services. 1. Student attendance will be regularly monitored and reported to the Principal, • Attendance Clerk to inform the Principal of students with excessive amounts of tardiness and/or absences • Follow-up with the Attendance Clerk for chronically tardy and/or absent students • Daily absence phone calls via Blackboard Connect • Weekly morning announcement broadcast of Top Attendance grade levels via all calls to the entire school.	All	

	• Improved and Top Attendance recognition on a monthly and trimester basis • Top grade level with perfect attendance percentage (monthly) will be recognized. 2. Collaboration with school Behavior Intervention Counselor, COST, School Nurse, Attendance Clerk and CWA. • Disseminate attendance data and strategies at parent meetings (PTA, AASAI, etc.) SSC meetings and ELAC meetings. • Include attendance articles monthly in the parent newsletter. • Home visits when necessary. • Parent Truancy Meetings, 3. Student-Centered positive promotion • Monthly Awards for Perfect Attendance • Top grade level with the highest perfect monthly Attendance percentage will be awarded. • Classrooms with top attendance will be announced during Weekly Announcements. • Students with Improving and top attendance will be recognized each trimester with awards and certificates. • At the end of the year, all students with top attendance for the year will be recognized with a certificate. 4. Students who need to improve attendance will also be monitored closely for academic progress and recommended for academic interventions as needed. 5. All applicable school staff will Increase communication of the importance of daily attendance and the impact of absences on students' parents and the community. This will be achieved by Monthly newsletters, attendance data presented in parent meetings (ELAC, PTA, SSC, African American Parent meetings, Staff meetings, etc.)		

Annual Review

SPSA Year Reviewed: 2024-25

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.

Eden Gardens increased its outreach for families experiening challenges related to attendance. Our Attendance Clerk and Family engagment Specialists and Assistant Principal engaged in frequent outreach on the positive impact of daily attendance with families.Chronic absenteeism was 33.1%.

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 diffeneces with the intended implementation.

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 incentives will begin to include Pop Its, Mochi Squishies, Attendance Riibbons. Each month we will award attendance trophy to the class who has the higest perfert attendace rate for the month. The class also will be recongnized and pictured in the monthly newsletter to families.

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$57,071.00
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	$41,518.00

Subtotal of additional federal funds included for this school: $41,518.00

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	$14,790.00
Title 1: Parent Allocation	$763.00

Subtotal of state or local funds included for this school: $15,553.00

Total of federal, state, and/or local funds for this school: $57,071.00

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	14,790.00	0.00
Title I	42,281.00	763.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	14,790.00
Title 1: Parent Allocation	763.00
Title I	41,518.00

Expenditures by Budget Reference

Budget Reference	Amount
	57,071.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF	14,790.00
	Title 1: Parent Allocation	763.00
	Title I	41,518.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	41,133.00
Goal 2	10,175.00
Goal 6	5,763.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

0 Secondary Students

Name of Members	Role
Bryan Holbrook	Classroom Teacher
Lynette Nielsen	Classroom Teacher
Rodolfo Carbajal	Classroom Teacher
Briseyda Aguillar Ramos	Other School Staff
Margaret Alfaro	Parent or Community Member
Jazmin Leon	Parent or Community Member
Laura Zessi	Parent or Community Member
Sandra Aguilar	Parent or Community Member
Adriana Toribio	Parent or Community Member
Craig McKinley	Principal

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name

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 5/19/25.

Attested:

Principal, Craig McKinley on 5/19/25

SSC Chairperson, Margret Alfaro on 5/19/25

ELAC Representative, Alma Lozano on 5/19/25