



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 6, 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 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

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

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 2024-25 school year includes the input from various stakeholder groups: classified and certificated staff, parents, and students. In winter 2024, 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.

Not applicable for the 2025-26 school year for Lorin Eden.

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.

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, as well as the social/emotional needs of our student population.

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		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.29%	0.28%	0.55%	1	1	2
African American	11.14%	9.07%	9.32%	39	32	34
Asian	17.71%	17.85%	17.53%	62	63	64
Filipino	14.86%	16.15%	16.16%	52	57	59
Hispanic/Latino	43.71%	43.06%	43.84%	153	152	160
Pacific Islander	4.57%	3.12%	2.74%	16	11	10
White	2.00%	2.83%	3.84%	7	10	14
Two or More Races	4.86%	6.52%	5.21%	17	23	19
Not Reported	0.86%	1.13%	0.82%	3	4	
Total Enrollment				350	353	365

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	46	38	42
Grade 1	52	48	43
Grade 2	52	54	52
Grade 3	53	51	55
Grade 4	58	53	53
Grade 5	48	64	59
Grade 6	41	45	61
Total Enrollment	350	353	365

Conclusions based on this data:

1. Our enrollment rates and percentage of enrollment by ethnicity are fairly stable over the past three years.
2. Our population has increased by about 10 students in the 23-24 school year.

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	106	117	111	30.3%	33.1%	30.4%
Fluent English Proficient (FEP)	40	34	47	11.4%	9.6%	12.9%
Reclassified Fluent English Proficient (RFEP)	26	21	29	7.4%	5.9%	7.9%

Conclusions based on this data:

1. We notice a slight decline in the percentage of English Learners for 23-24. We notice an increase in the percentage of Fluent English Proficient students for 23-24.
2. There was an increase in the percentage of students reclassified up to 7.9% from 5.9% the year prior.
3. Our FEP student population has increased to 12.9%.

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	51	51	56	46	43	53	45	43	53	90.2	84.3	94.6
Grade 4	58	55	53	49	51	51	49	51	51	84.5	92.7	96.2
Grade 5	52	64	58	45	55	58	44	55	58	86.5	85.9	100
Grade 6	40	44	61	36	43	59	36	43	58	90.0	97.7	96.7
All Grades	201	214	228	176	192	221	174	192	220	87.6	89.7	96.9

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	2431.	2399.	2365.	28.89	11.63	11.32	26.67	30.23	15.09	15.56	23.26	22.64	28.89	34.88	50.94
Grade 4	2414.	2462.	2397.	16.33	17.65	7.84	10.20	31.37	17.65	20.41	21.57	15.69	53.06	29.41	58.82
Grade 5	2416.	2455.	2488.	9.09	14.55	12.07	11.36	14.55	36.21	20.45	21.82	27.59	59.09	49.09	24.14
Grade 6	2507.	2473.	2494.	13.89	4.65	18.97	25.00	20.93	17.24	38.89	30.23	29.31	22.22	44.19	34.48
All Grades	N/A	N/A	N/A	17.24	12.50	12.73	17.82	23.96	21.82	22.99	23.96	24.09	41.95	39.58	41.36

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	13.33	13.95	7.55	66.67	65.12	50.94	20.00	20.93	41.51
Grade 4	10.20	21.57	5.88	61.22	60.78	56.86	28.57	17.65	37.25
Grade 5	6.82	12.73	13.79	43.18	49.09	68.97	50.00	38.18	17.24
Grade 6	11.11	9.30	17.54	69.44	53.49	47.37	19.44	37.21	35.09
All Grades	10.34	14.58	11.42	59.77	56.77	56.16	29.89	28.65	32.42

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	22.22	6.98	3.77	51.11	58.14	43.40	26.67	34.88	52.83
Grade 4	6.12	15.69	5.88	42.86	52.94	43.14	51.02	31.37	50.98
Grade 5	6.82	16.36	12.07	36.36	34.55	65.52	56.82	49.09	22.41
Grade 6	8.33	2.33	17.86	55.56	51.16	39.29	36.11	46.51	42.86
All Grades	10.92	10.94	10.09	45.98	48.44	48.17	43.10	40.63	41.74

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	15.56	2.33	9.43	73.33	76.74	69.81	11.11	20.93	20.75
Grade 4	2.04	7.84	5.88	73.47	72.55	64.71	24.49	19.61	29.41
Grade 5	4.55	16.36	10.34	59.09	61.82	75.86	36.36	21.82	13.79
Grade 6	11.11	13.95	5.26	72.22	67.44	77.19	16.67	18.60	17.54
All Grades	8.05	10.42	7.76	69.54	69.27	72.15	22.41	20.31	20.09

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	15.56	13.95	11.32	68.89	72.09	56.60	15.56	13.95	32.08
Grade 4	10.20	13.73	7.84	61.22	72.55	66.67	28.57	13.73	25.49
Grade 5	9.09	7.27	12.07	47.73	63.64	68.97	43.18	29.09	18.97
Grade 6	16.67	16.28	14.04	72.22	62.79	61.40	11.11	20.93	24.56
All Grades	12.64	12.50	11.42	62.07	67.71	63.47	25.29	19.79	25.11

Conclusions based on this data:

1. Lorin Eden's overall participation in testing went up from 89.7% to 96.9% in 23-24. 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 continue to perform better on the listening tasks than on the reading or research/inquiry sections of the CAASPP.
3. Reading writing, 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		
	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	51	51	56	46	42	53	46	42	53	90.2	82.4	94.6
Grade 4	58	55	53	49	52	52	49	52	52	84.5	94.5	98.1
Grade 5	52	64	58	45	55	58	43	55	58	86.5	85.9	100
Grade 6	40	44	61	36	43	59	36	43	59	90.0	97.7	96.7
All Grades	201	214	228	176	192	222	174	192	222	87.6	89.7	97.4

* 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	2429.	2410.	2385.	15.22	9.52	5.66	26.09	26.19	22.64	32.61	28.57	28.30	26.09	35.71	43.40
Grade 4	2399.	2469.	2400.	2.04	17.31	9.62	14.29	21.15	7.69	30.61	28.85	30.77	53.06	32.69	51.92
Grade 5	2417.	2442.	2473.	9.30	9.09	15.52	2.33	7.27	12.07	13.95	27.27	29.31	74.42	56.36	43.10
Grade 6	2485.	2443.	2465.	8.33	4.65	11.86	13.89	11.63	8.47	30.56	16.28	30.51	47.22	67.44	49.15
Grade 11															
All Grades	N/A	N/A	N/A	8.62	10.42	10.81	14.37	16.15	12.61	27.01	25.52	29.73	50.00	47.92	46.85

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	19.57	9.52	15.09	50.00	59.52	39.62	30.43	30.95	45.28
Grade 4	2.04	19.23	7.69	26.53	48.08	32.69	71.43	32.69	59.62
Grade 5	6.98	7.27	12.07	27.91	29.09	39.66	65.12	63.64	48.28
Grade 6	11.11	4.65	15.52	52.78	30.23	36.21	36.11	65.12	48.28
Grade 11									
All Grades	9.77	10.42	12.67	38.51	41.15	37.10	51.72	48.44	50.23

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	19.57	11.90	5.66	52.17	59.52	49.06	28.26	28.57	45.28
Grade 4	12.24	15.38	7.69	36.73	53.85	42.31	51.02	30.77	50.00
Grade 5	9.30	9.09	18.97	25.58	38.18	46.55	65.12	52.73	34.48
Grade 6	2.78	6.98	8.47	47.22	37.21	42.37	50.00	55.81	49.15
All Grades	11.49	10.94	10.36	40.23	46.88	45.05	48.28	42.19	44.59

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	15.22	9.52	7.55	58.70	66.67	58.49	26.09	23.81	33.96
Grade 4	4.08	17.31	7.69	46.94	61.54	44.23	48.98	21.15	48.08
Grade 5	6.98	3.64	12.07	32.56	56.36	63.79	60.47	40.00	24.14
Grade 6	8.33	4.65	11.86	66.67	44.19	50.85	25.00	51.16	37.29
All Grades	8.62	8.85	9.91	50.57	57.29	54.50	40.80	33.85	35.59

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 64.41% of students performing at or above standard. Concepts and Procedures is an area of relative weakness, with 50.23% 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. We see cohorts making small improvements in many areas.

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 \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://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	1408.8	1400.7	1411.2	1416.8	1407.0	1422.8	1389.9	1385.9	1384.0	17	14	13
1	1414.6	1421.8	1432.1	1423.8	1418.3	1449.1	1404.9	1424.7	1414.7	21	18	16
2	1464.2	1438.6	1457.3	1478.9	1459.6	1475.8	1448.9	1417.1	1438.1	17	24	20
3	1500.1	1482.0	1479.3	1516.4	1500.4	1500.8	1483.3	1463.2	1457.3	14	19	21
4	1487.3	1487.1	1483.2	1487.3	1499.4	1489.7	1486.8	1474.2	1476.1	18	15	18
5	1507.7	1524.0	1509.8	1526.8	1533.3	1507.9	1488.1	1514.5	1511.3	22	14	12
6	*	1505.5	1537.3	*	1508.3	1544.1	*	1502.0	1529.9	8	13	15
All Grades										117	117	115

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	5.88	0.00	0.00	41.18	21.43	46.15	29.41	57.14	38.46	23.53	21.43	15.38	17	14	13
1	0.00	5.56	6.25	14.29	22.22	25.00	52.38	27.78	43.75	33.33	44.44	25.00	21	18	16
2	0.00	8.33	10.00	58.82	25.00	40.00	11.76	37.50	10.00	29.41	29.17	40.00	17	24	20
3	21.43	5.26	9.52	35.71	52.63	38.10	35.71	15.79	38.10	7.14	26.32	14.29	14	19	21
4	5.56	26.67	0.00	38.89	26.67	50.00	27.78	33.33	16.67	27.78	13.33	33.33	18	15	18
5	13.64	7.14	25.00	45.45	64.29	33.33	18.18	21.43	25.00	22.73	7.14	16.67	22	14	12
6	*	15.38	40.00	*	53.85	26.67	*	23.08	13.33	*	7.69	20.00	*	13	15
All Grades	6.84	9.40	12.17	41.03	36.75	37.39	28.21	30.77	26.09	23.93	23.08	24.35	117	117	115

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	5.88	7.14	7.69	41.18	14.29	46.15	23.53	57.14	30.77	29.41	21.43	15.38	17	14	13
1	4.76	5.56	18.75	28.57	22.22	31.25	47.62	38.89	25.00	19.05	33.33	25.00	21	18	16
2	35.29	16.67	30.00	29.41	41.67	20.00	29.41	16.67	35.00	5.88	25.00	15.00	17	24	20
3	35.71	57.89	47.62	35.71	10.53	33.33	21.43	15.79	0.00	7.14	15.79	19.05	14	19	21
4	33.33	40.00	27.78	33.33	40.00	38.89	16.67	6.67	16.67	16.67	13.33	16.67	18	15	18
5	40.91	42.86	50.00	36.36	50.00	33.33	9.09	7.14	0.00	13.64	0.00	16.67	22	14	12
6	*	38.46	60.00	*	46.15	13.33	*	7.69	20.00	*	7.69	6.67	*	13	15
All Grades	27.35	29.06	34.78	34.19	31.62	30.43	23.08	21.37	18.26	15.38	17.95	16.52	117	117	115

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	0.00		7.14	30.77		85.71	46.15		7.14	23.08		14	13
1	*	5.56	6.25	*	16.67	12.50	*	22.22	18.75	*	55.56	62.50	*	18	16
2	16.67	0.00	5.00	44.44	16.67	35.00	27.78	37.50	15.00	11.11	45.83	45.00	18	24	20
3	*	0.00	0.00	*	15.79	4.76	*	36.84	42.86	*	47.37	52.38	*	19	21
4	6.25	6.67	0.00	25.00	26.67	11.11	50.00	26.67	50.00	18.75	40.00	38.89	16	15	18
5	*	0.00	0.00	*	21.43	33.33	*	64.29	41.67	*	14.29	25.00	*	14	12
6	*	7.69	6.67	*	15.38	26.67	*	46.15	40.00	*	30.77	26.67	*	13	15
All Grades	2.56	2.56	2.61	20.51	17.09	20.87	42.74	43.59	35.65	34.19	36.75	40.87	117	117	115

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	5.88	7.14	7.69	64.71	42.86	69.23	29.41	50.00	23.08	17	14	13
1	0.00	11.11	43.75	80.95	44.44	43.75	19.05	44.44	12.50	21	18	16
2	0.00	12.50	15.00	76.47	66.67	65.00	23.53	20.83	20.00	17	24	20
3	35.71	21.05	28.57	50.00	63.16	52.38	14.29	15.79	19.05	14	19	21
4	16.67	26.67	16.67	55.56	66.67	50.00	27.78	6.67	33.33	18	15	18
5	9.09	28.57	25.00	72.73	50.00	50.00	18.18	21.43	25.00	22	14	12
6	*	15.38	40.00	*	61.54	33.33	*	23.08	26.67	*	13	15
All Grades	9.40	17.09	25.22	69.23	57.26	52.17	21.37	25.64	22.61	117	117	115

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	5.88	0.00	15.38	70.59	85.71	69.23	23.53	14.29	15.38	17	14	13
1	14.29	5.56	18.75	66.67	55.56	56.25	19.05	38.89	25.00	21	18	16
2	52.94	41.67	50.00	41.18	33.33	35.00	5.88	25.00	15.00	17	24	20
3	64.29	63.16	66.67	21.43	26.32	19.05	14.29	10.53	14.29	14	19	21
4	50.00	46.67	55.56	38.89	40.00	38.89	11.11	13.33	5.56	18	15	18
5	77.27	85.71	66.67	9.09	14.29	16.67	13.64	0.00	16.67	22	14	12
6	*	84.62	73.33	*	7.69	20.00	*	7.69	6.67	*	13	15
All Grades	46.15	45.30	50.43	39.32	37.61	35.65	14.53	17.09	13.91	117	117	115

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	11.76	0.00	0.00	70.59	78.57	76.92	17.65	21.43	23.08	17	14	13
1	4.76	11.11	6.25	38.10	27.78	31.25	57.14	61.11	62.50	21	18	16
2	0.00	4.17	5.00	70.59	50.00	50.00	29.41	45.83	45.00	17	24	20
3	7.14	0.00	0.00	50.00	36.84	52.38	42.86	63.16	47.62	14	19	21
4	0.00	0.00	0.00	61.11	53.33	50.00	38.89	46.67	50.00	18	15	18
5	4.55	0.00	0.00	45.45	64.29	58.33	50.00	35.71	41.67	22	14	12
6	*	15.38	6.67	*	38.46	53.33	*	46.15	40.00	*	13	15
All Grades	4.27	4.27	2.61	52.99	48.72	52.17	42.74	47.01	45.22	117	117	115

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	29.41	42.86	23.08	35.29	50.00	53.85	35.29	7.14	23.08	17	14	13
1	0.00	5.56	6.25	71.43	55.56	62.50	28.57	38.89	31.25	21	18	16
2	23.53	8.33	15.00	47.06	54.17	55.00	29.41	37.50	30.00	17	24	20
3	7.14	10.53	0.00	78.57	63.16	61.90	14.29	26.32	38.10	14	19	21
4	5.56	13.33	0.00	55.56	53.33	72.22	38.89	33.33	27.78	18	15	18
5	13.64	14.29	8.33	59.09	71.43	66.67	27.27	14.29	25.00	22	14	12
6	*	7.69	20.00	*	76.92	66.67	*	15.38	13.33	*	13	15
All Grades	11.97	13.68	9.57	59.83	59.83	62.61	28.21	26.50	27.83	117	117	115

Conclusions based on this data:

1. Student performance on the ELPAC is relatively stable from year to year looking at 2023-24 data.

2. Our students strive most in writing and reading. We will focus in 2025-26 on phonics, blending, fluency, and comprehension.
3. Areas for exploration include developing more programming for our newcomer population. New guidance on reclassification of students with disabilities is being implemented this year and may have an impact on future reclassification rates.

School and Student Performance Data

Student Population

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
365	71.5%	30.4%	0.0%
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.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	111	30.4%
Foster Youth	0	0.0%
Homeless	4	1.1%
Socioeconomically Disadvantaged	261	71.5%
Students with Disabilities	70	19.2%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	34	9.3%
American Indian	2	0.5%
Asian	64	17.5%
Filipino	59	16.2%
Hispanic	160	43.8%
Two or More Races	19	5.2%
Pacific Islander	10	2.7%
White	14	3.8%

Conclusions based on this data:

- 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 71%.

2. Roughly 1/3 of our students are emergent bilinguals.
3. 19% of our students receive Special Education Services in 23-24, up from 17% in 2022-23.

School and Student Performance Data

Overall Performance






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2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div> Yellow</div>	<div>Chronic Absenteeism</div> <div> Yellow</div>	<div>Suspension Rate</div> <div> Orange</div>
<div>Mathematics</div> <div> Yellow</div>		
<div>English Learner Progress</div> <div> Green</div>		

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 2.9% suspended at least one day (or 11 students in 2023-24). In 22-23 the data represented 7 students.

2. Our chronic absenteeism rate declined for all students. This has been an area of focus and will continue to be going forward. All student subgroups are showing a decline in rate of absenteeism.
3. English Learner progress as measured by ELPAC is an ongoing area of focus and shows improvement in 2023-24.

School and Student Performance Data

Academic Performance English Language Arts

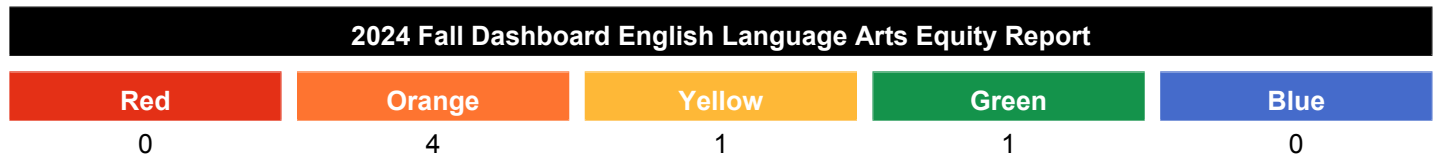
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This section provides number of student groups in each level.



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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<div>All Students</div> <div> Yellow</div> <div>47.6 points below standard</div> <div>Increased 3.3 points</div> <div>214 Students</div>	<div>English Learners</div> <div> Orange</div> <div>81.1 points below standard</div> <div>Increased 4.3 points</div> <div>83 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>Less than 11 Students</div> <div>3 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div> No Performance Color</div> <div>Less than 11 Students</div> <div>2 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Yellow</div> <div>63.9 points below standard</div> <div>Increased 5.8 points</div> <div>155 Students</div>

Students with Disabilities  Orange 153.6 points below standard Increased 50.4 points 47 Students	African American  No Performance Color 71.1 points below standard Increased 53.0 points 18 Students	American Indian  No Performance Color Less than 11 Students 1 Student
Asian  Orange 55.9 points below standard Declined 12.1 points 37 Students	Filipino  Green 22.1 points above standard Increased 9.1 points 38 Students	Hispanic  Orange 81.5 points below standard Increased 8.6 points 94 Students
Two or More Races  No Performance Color 17.7 points above standard Increased 31.7 points 13 Students	Pacific Islander  No Performance Color Less than 11 Students 5 Students	White  No Performance Color Less than 11 Students 7 Students

Conclusions based on this data:

1. Performance of students in ELA increased for all students except for Asian students, and increased notably for African American students and for Students with Disabilities.
2. Performance of Reclassified English learners may be an area for further exploration.
3. Asian student performance decreased significantly for the 37 students in this group. The population increased by 6 students.

School and Student Performance Data

Academic Performance Mathematics

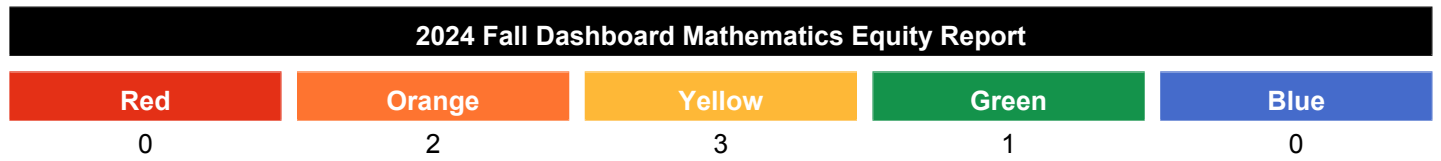
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<div>All Students</div> <div> Yellow</div> <div>69.8 points below standard</div> <div>Increased 5.6 points</div> <div>217 Students</div>	<div>English Learners</div> <div> Yellow</div> <div>88.1 points below standard</div> <div>Increased 12.3 points</div> <div>86 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>Less than 11 Students</div> <div>3 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div> No Performance Color</div> <div>Less than 11 Students</div> <div>2 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Yellow</div> <div>83.0 points below standard</div> <div>Increased 10.9 points</div> <div>158 Students</div>

Students with Disabilities  Orange 165.0 points below standard Increased 62.8 points 46 Students	African American  No Performance Color 124.9 points below standard Increased 35.9 points 18 Students	American Indian  No Performance Color Less than 11 Students 1 Student
Asian  Yellow 32.2 points below standard Increased 23.7 points 37 Students	Filipino  Green 10.7 points below standard Increased 3.1 points 38 Students	Hispanic  Orange 104.1 points below standard Increased 6.2 points 95 Students
Two or More Races  No Performance Color 27.9 points below standard Declined 4.1 points 13 Students	Pacific Islander  No Performance Color Less than 11 Students 5 Students	White  No Performance Color Less than 11 Students 9 Students

Conclusions based on this data:

1. Lorin Eden students demonstrated improved scores in Mathematics on dashboard measures in 24-25. However, students continue to perform below standard. All student groups perform below standard and this is an area of need for focused intervention.
2. All subgroups demonstrated growth with the exception of students of two or more races. This is an area for further exploration.
3. Though we see a modest increase in scores, our students with disabilities and our African American students are performing the most below standard, and need to be a focus for 2025-26.

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.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Green	 No Performance Color
47.4% making progress.	making progress.
Number Students: 95 Students	Number Students: 3 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
15.8%	36.8%	1.1%	46.3%

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. Almost half of Lorin Eden's EL students are making progress on this dashboard indicator.
2. 15% of students decreased one ELPI level.
3. 46.3% of students progressed at least one ELPI level.

School and Student Performance Data

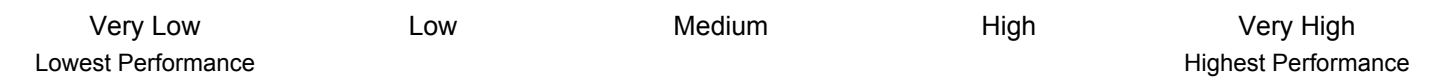
Academic Performance College/Career Report

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.

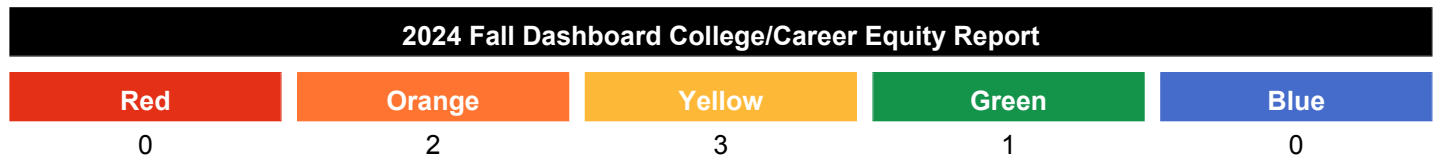
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. Not reported.

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.

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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 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



Yellow

21.8% Chronically Absent

Declined 17.7

376 Students

English Learners



Orange

20.3% Chronically Absent

Declined 12.5

128 Students

Long-Term English Learners



No Performance Color

Fewer than 11 students - data not displayed for privacy

3 Students

Foster Youth



No Performance Color

0 Students

Homeless



No Performance Color

Fewer than 11 students - data not displayed for privacy

2 Students

Socioeconomically Disadvantaged












Yellow

25.5% Chronically Absent

Declined 14.9

274 Students

Students with Disabilities  Orange 29.3% Chronically Absent Declined 27.8 75 Students	African American  Orange 35.3% Chronically Absent Declined 26.5 34 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students
Asian  Green 8.6% Chronically Absent Declined 6.6 70 Students	Filipino  Yellow 11.7% Chronically Absent Declined 26 60 Students	Hispanic  Yellow 27.4% Chronically Absent Declined 21 164 Students
Two or More Races  No Performance Color 18.2% Chronically Absent Declined 3.2 22 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 10 Students	White  No Performance Color 28.6% Chronically Absent Declined 17.6 14 Students

Conclusions based on this data:

1. All student groups are making progress in this indicator with all subgroups of students showing a decline in absenteeism in 2023-24. Though the decline in absenteeism rates is a positive trend, it is still an area of concern for Lorin Eden.
2. Attendance improved for all students in 2023-24, including English Learners and students with disabilities.
3. African American students and students with disabilities are two subgroups with highest rates of chronic absenteeism (Orange indicator) at Lorin Eden in 2023-24.

School and Student Performance Data

Academic Engagement Graduation 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.

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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 Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

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

2024 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Long-Term English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

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

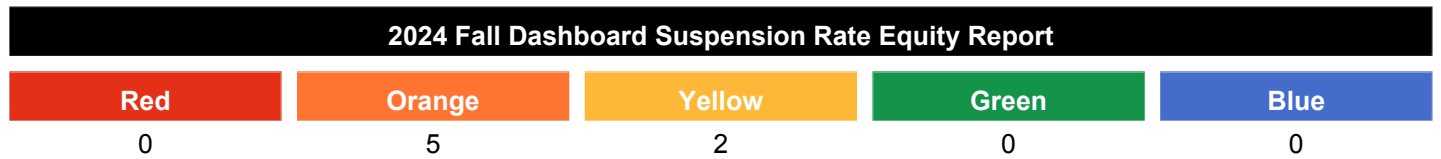
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This section provides number of student groups in each level.



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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<div>All Students</div> <div> Orange</div> <div>2.9% suspended at least one day</div> <div>Increased 1%</div> <div>383 Students</div>	<div>English Learners</div> <div> Orange</div> <div>2.3% suspended at least one day</div> <div>Increased 1.6%</div> <div>130 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>3 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div> No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>2 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Orange</div> <div>4% suspended at least one day</div> <div>Increased 1.5%</div> <div>278 Students</div>

Students with Disabilities  Orange 3.9% suspended at least one day Increased 3.9% 76 Students	African American  Yellow 2.9% suspended at least one day Maintained 0.1% 34 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students
Asian  Orange 2.8% suspended at least one day Increased 2.8% 71 Students	Filipino  Yellow 1.6% suspended at least one day Maintained 0.1% 63 Students	Hispanic  Orange 3% suspended at least one day Increased 1.1% 165 Students
Two or More Races  No Performance Color 4.3% suspended at least one day Increased 0.8% 23 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 10 Students	White  No Performance Color 6.7% suspended at least one day Declined 1% 15 Students

Conclusions based on this data:

1. Rates of suspension at Lorin Eden are slightly increased in the 2023-24 school year, representing just over 10 students over the course of the year.
2. There was an increase in the number of suspensions for students with disabilities.
3. Our students with disabilities 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 students will demonstrate growth on local assessment measures. Grades 3-6 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.

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

Identified Need

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

Our students are making progress in the fundamentals of reading and there is more work to be done. This year Lorin Eden used Fastbridge Screener data, along with Basic Phonics Skills Test (BPST) data, Core Reading survey data and state dashboard data to continue to improve literacy programming for all students.

Data shows that on the 2023-24 CAASSP, 58.64% of students Nearly met, Met or Exceeded the standard in Overall Reading Achievement. This leaves over 40% of the student population not reading at standard in grades 3-6. We will focus on early literacy skills, including intervention strategies with regular data review to support student growth.

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	2023-24 Overall Achievement in Reading, 58.64% 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	All students	5000

	next steps for students, including intervention/acceleration for students who would benefit from it. A focus will be on equity for all students, with particular attention to be given to English Learners and students referred through COST. 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 Release time or additional hourly for assessments, data analysis, observation
1.2	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.	2000 LCFF Supplemental and Concentration Funds None Specified Intervention programming
1.3	Lorin Eden provides staggered reading to support individualization of instruction. Supervision and support for additional extended opportunities for reading practice will be provided.	Students Grades 1-3	4500 Title I Part A: Basic Grants Low-Income and Neglected Classified Hourly Noon Supervisor Extra Hours

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.

Overall, the use of Lexia (online) has been somewhat successful, with some students making good progress in their learning to read according to the data checkpoints. However, the strategy of hiring a paraeducator to support was not effective due to the skill and availability of candidates for the role. We have established Tier II Interventions for students in the form of pull-out groups that provide more intensive instruction using a Leveled Literacy Intervention Program and UFLI (University of Florida Literacy Intervention). These small groups are lead by our Literacy Intervention teacher. For additional Tier 2 academic support, Lorin Eden students had the opportunity to attend the Ignite! after school intervention program which focused on phonics.

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

This year, we had the support of a dedicated reading instructor and district resources to provide intervention programming with Ignite! and UFLI groups to address foundational skills in literacy. Additional staff positions called for in the SPSA were difficult to fill and ultimately had to be supported with a certificated substitute teachers. Students received 30 sessions of direct intervention with literacy.

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.

Strategies and activities need to be adjusted due to significant budget reductions and district resources. We recognize a need to support our classroom teachers directly in order to address this area of need. We expect a new literacy screener in 2025-26 and will make adjustments to our data review.

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 2025-26 school year. Hayward Unified School District emphasizes the importance of comprehensible mathematics instruction across all grade levels. Mathematics and Anti-Bias/Anti-Racism are tightly interwoven, as students must feel safe and valued in order to learn and become proficient in numeracy, algebraic concepts and thinking, and higher level math including trigonometry and calculus.

Identified Need

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

CAASPP data shows that we did not make gains last year by grade level, and only some cohorts made progress in CAASPP. All students will participate in this goal and all instructional staff, including administration, will participate in supporting student achievement of the goal.

Students will demonstrate 80% proficiency on grade level math assessments OR will demonstrate a 5% increase towards grade level proficiency as measured on CAASPP.

We reviewed data from classroom assessments and CAASPP summative data to measure growth.

Teachers will use existing math practices, focus on student relationships, and leverage culturally responsive teaching practices to provide all students with engaging math education.

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

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

There is incomplete data for grades K-2 at this time as there are no statewide assessments for those levels. We use local assessment information but it is not consistent across the 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
CAASPP Math Concepts and Procedures	49.77% of students currently perform "at or near", or "exceeded standard" in this category	55% 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 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.	All students	5000 LCFF Supplemental and Concentration Funds 1000-1999: Certificated Personnel Salaries Substitute coverage for release time
2.2	Lorin Eden will use an online platform to provide Tier 2 intervention in math.	Students identified as needing additional intervention and support will receive intervention in Math.	3000 Unrestricted 4000-4999: Books And Supplies Online platform subscription

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.

This year we attempted to provide a part time instructional paraeducator to support intervention measures. Due to funding limitations and staffing challenges, we were 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 2025-26 we expect a reduction in funding and can no longer utilize this strategy.

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

A change in this goal, for the 2025/2026 school year, is to allocate funding for a site license for an online learning platform (such as Dream Box), to support our students with Tier 1 and Tier 2 Math academic support. The strategies chosen are consistent with instructional best practices and align with State and LEA Priorities.

Goals, Strategies, & Proposed Expenditures

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

Goal 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 multilingual learners 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 multilingual students in gaining the language skills and academic vocabulary 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 2023-24 approximately 5% of our EL population was reclassified in the 23-24 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 Title I Part A: Basic Grants Low-Income and Neglected 5800: Professional/Consulting Services And Operating Expenditures Student subscriptions for LEXIA English

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.

Students received limited intervention in the 2024-25 school year, as much of the time for our EL specialist is dedicated to assessment. 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.

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.

Reductions in funding in 2025-26 require us to continue to provide access to online subscriptions for identified students only rather than the whole population. Identification will be in collaboration with our EL Specialist, our COST team, and classroom teacher recommendations. Data from ELPAC testing will continue to serve as a major source of data on this metric.

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 current and relevant 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. All of our students will have access to culturally and linguistically relevant VAPA activities, course materials and pedagogy.

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)

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.

This year, we were able to offer Art Club and Drama Club. With funding from Prop 28 we hoped to offer expanded programming. At this time we do not anticipate having funding for instructional positions.

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 district and site team understand the plan for allocation of Prop 28 funding (Fall 2025). 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.

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

Identified Need

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

Our school is observing and noting an increase in undesirable student behavior (including physical altercations, use of hate language and other disruptive behaviors) in the classroom and on the playground. There is a notable increase in office referrals this year, and the Site Based Decision Making Team is engaged in ongoing work to support students in all aspects of social/emotional development.

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.

We continue to see students identified with a pattern of chronic absences: It is expected that students with severe and chronic absences will decrease by 5%.

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	All teachers use Soul Shoppe as a core SEL curriculum	All teachers and staff will receive training and will implement the identified components of the Soul Shoppe curriculum 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.
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 Staff Meeting agendas.
Attendance monitoring	94.55% attendance as of 5/2025	The site will use the COST team to monitor bi-monthly attendance trends and case manage students and families

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 for schoolwide SEL programming.	All Students	500 LCFF Supplemental and Concentration Funds None Specified Curriculum refresh/purchase
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. Our attendance clerk is responsible for coordinating meetings.	Identified Students	
5.4	Funding to support a School Psychologist Intern for 2 days per week to address identified needs and provide classroom support in SEL.	Identified Students	11503 Title I Part A: Basic Grants Low-Income and Neglected
5.5	Noon Supervisor hours (2 hours/day for 180 student days) to support staggered reading supervision and student safety, arrival, dismissal, classroom support, main office support.	All students	4500 Title I Part A: Basic Grants Low-Income and Neglected

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.

Soul Shoppe is a program that staff wish to continue to develop common language and dialogue around social/emotional health. There is mixed implementation of the program at this time, and a plan to support teachers new to Soul Shoppe is in development in coordination with Site Based Decision Making Team.

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 for the 2024-25 year 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.

This year we are funding 2 days a week of a psychologist intern to support the growing needs of our student population in addition to supporting our other SEL programs. Due to funding reductions, Lorin Eden will fund additional noon supervisor hours for 2 hours per day to support student safety and staggered reading supervision.

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 the 24-25 school year, 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.

Relationship Centered Schools: 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.

Student and family 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.

We hope to increase attendance at Lorin Eden hosted events and increase the number of events hosted in the next school year. 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.

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, Science and Math nights)	In 24-25, there was an increase in parent participation in scheduled meetings via zoom and in person, but attendance still hovers around 4-8 parents per meeting.	An increase in attendance at school-related meetings with the goal of at least doubling parent participation in 2025-26.
AASAI Participation	In 2024-25, Lorin Eden did not have an active AASAI group. Individualized outreach to families was an effective strategy in outreach to our African American families.	Meetings are on the 2025-26 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	Family Engagement Specialist will send out	

	activities by offering more flexible timing, translation for parents, and more emphasis on parent-requested topics of discussion.	communications and outreach to connect families to our school events.	
6.2	Develop an event calendar for the year recognizing cultural and identity groups and including 2 evening family events in 2025-2026 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.	Focus student group: African American students	750 Unrestricted None Specified Expenditure of these funds will be determined by the AASAI group at Lorin Eden to benefit African American student achievement.
6.4	<p>The Family Engagement specialist [FES] and Community Schools Specialist [CSS] will organize parent workshops throughout the year covering topics such as ELPAC Reclassification, Common Core Standards, attendance, social media safety, and the importance of parent involvement in their children's education. The CSS and FES will implement a survey to families requesting topics the families would like covered at the workshops.</p> <p>Lorin Eden's office staff, EL Specialist, FES and CSS will continue to work with CWA and the Multilingual Learner Department to have translation available when needed for families who speak a language other than English, especially languages other than Spanish.</p>	All Students	1500 Unrestricted 4000-4999: Books And Supplies Parent Education Resources and materials

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

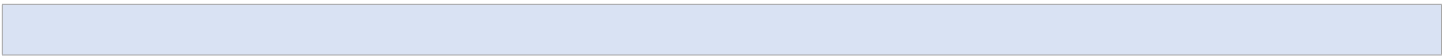
Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Incomplete implementation of the goal - planning will be taking place in Spring 2025 to calendar all standing meetings as possible and communication out to the community will be developed for our fall welcome back day. Families have continued to attend school-wide events on a consistent basis throughout the 2024/2025 school year. This year Lorin Eden held school-wide activities that were available to for families throughout the school year. The events included: Back to School Night, Open House, Winter Band Concert, Spring Concert, Million Father March Celebration, Halloween Parade, Ruby Bridges Walk to School Day, and the Lorin Eden Museum of Modern Art (LEMOMA) Show.

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

Allocation of funds for Family Engagement Specialist to develop and distribute communications and resources.

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. However, the outreach to families is essential to monitoring and supporting student attendance. The attendance clerk position was reduced this year by .25FTE. This role is essential in making more progress in this area and is funded accordingly through this SPSA goal.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Statewide Dashboard Data on Chronic Absenteeism	35.3% of African American students fall into the category of chronically absent in 2024 data. 29.3% of students with disabilities fall into the category of chronically absent.	30% or fewer African American students will fall into the category of chronically absent. 25% 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 Office Staff and Principal 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	Attendance Clerk and Principal to coordinate monthly attendance review and follow up meetings to be held including outreach and support options.	Students on path toward chronic absenteeism	10650 Unrestricted 2000-2999: Classified Personnel Salaries

	Funding to support a portion of Attendance Clerk position.		Partial FTE for Attendance Clerk 12000 LCFF Supplemental and Concentration Funds 2000-2999: Classified Personnel Salaries Partial FTE for Attendance Clerk
7.3	Scheduling of special events on high impact attendance days (Mon/Fri)	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.

Thanks to consistent monitoring, 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.

Due to personnel reductions, the site is funding additional FTE for our Attendance Clerk position (.25 FTE). Metrics will include the number of attendance meetings scheduled and evidence of contact with families to encourage 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	\$40,093.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$64,103.00
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 (\$)
Title I Part A: Basic Grants Low-Income and Neglected	\$21,303.00

Subtotal of additional federal funds included for this school: \$21,303.00

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 (\$)
District Funded	\$0.00
LCFF Supplemental and Concentration Funds	\$24,500.00
Parent-Teacher Association (PTA)	\$2,400.00
Unrestricted	\$15,900.00

Subtotal of state or local funds included for this school: \$42,800.00

Total of federal, state, and/or local funds for this school: \$64,103.00

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	12,495	-12,005.00
Title I Part A: Basic Grants Low-Income and Neglected	35,720	14,417.00
Unrestricted	28,452	12,552.00

Expenditures by Funding Source

Funding Source	Amount
District Funded	0.00
LCFF Supplemental and Concentration Funds	24,500.00
Parent-Teacher Association (PTA)	2,400.00
Title I Part A: Basic Grants Low-Income and Neglected	21,303.00
Unrestricted	15,900.00

Expenditures by Budget Reference

Budget Reference	Amount
	400.00
0001-0999: Unrestricted: Locally Defined	2,000.00
1000-1999: Certificated Personnel Salaries	10,000.00
2000-2999: Classified Personnel Salaries	22,650.00
4000-4999: Books And Supplies	4,500.00
5800: Professional/Consulting Services And Operating Expenditures	800.00
Classified Hourly	4,500.00
None Specified	3,250.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
None Specified	District Funded	0.00

1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration Funds	10,000.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration Funds	12,000.00
None Specified	LCFF Supplemental and Concentration Funds	2,500.00
	Parent-Teacher Association (PTA)	400.00
0001-0999: Unrestricted: Locally Defined	Parent-Teacher Association (PTA)	2,000.00
	Title I Part A: Basic Grants Low-Income and Neglected	16,003.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Basic Grants Low-Income and Neglected	800.00
Classified Hourly	Title I Part A: Basic Grants Low-Income and Neglected	4,500.00
2000-2999: Classified Personnel Salaries	Unrestricted	10,650.00
4000-4999: Books And Supplies	Unrestricted	4,500.00
None Specified	Unrestricted	750.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	11,500.00
Goal 2	8,000.00
Goal 3	800.00
Goal 4	2,400.00
Goal 5	16,503.00
Goal 6	2,250.00
Goal 7	22,650.00

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
Arselia Duenas	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

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 5/6/2025.

Attested:



Principal, Julia Valdez on 5/6/25

SSC Chairperson, Sophia Jauregui on 5/6/25