



# School Plan for Student Achievement (SPSA)

School Name		County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Eldridge School	Elementary	01611926000947	4/22/2025	8/27/2025

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

## Schoolwide Program

### Schoolwide Program

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

### Schoolwide Program

#### Schoolwide Program

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]).

Eldridge Elementary School has developed this plan in conjunction with HUSD's LCAP and Strategic Plans, which both center around the following 4 goals:

1. Deeper Learning -- HUSD will increase students' deeper learning experiences, particularly for our underserved students, by building staff capacity to teach and interact with students in culturally responsive ways.
2. Relationship-Centered Schools -- HUSD will work collaboratively with families, community partners, and staff to increase student access to the social emotional supports they need, particularly through positive relationships, trauma informed care, and a focus on equity.
3. Service Excellence -- HUSD will create a welcoming environment and positive experiences and outcomes for our diverse community by recruiting and retaining highly qualified staff and providing training and support on achieving service excellence.
4. Operational Sustainability -- HUSD will create and implement comprehensive facilities, safety, and technology plans that ensure equitable and sustainable upgrades. These 4 goals align to the State's LCFF goals, which are: Basic Services, Implementation of State Standards, Parent Involvement, Pupil Achievement, Pupil Engagement, School Climate, Course Access, and Other Pupil Outcomes. Therefore, all of the goals listed in this Plan are developed to meet State and ESSA requirements, as measured by both local and state metrics.

## Educational Partner Involvement

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

### Involvement Process for the SPSA and Annual Review and Update

Site met with the SSC to review SPSA, update and approve budgets, and create new SPSA for the 2025/2026 school year. We have also gathered feedback from various educational partners and parent groups on campus including the English Learner Advisory Committee, Parent Teacher Organization, SBDM, and Coffee with the Principal.

## Resource Inequities

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

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

Not Applicable

## Comprehensive Needs Assessment Components

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

## California School Dashboard (Dashboard) Indicators

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

Eldridge's Overall performance in ELA was in the Orange category.

Eldridge's Overall performance in Math was in the Orange category.

Eldridge's Overall performance in English Learner Progress was in the Red category.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

In ELA: English Learners Scored in the Red category at 93.3 points below standards, Hispanic Students scored in the red category at 83.6 points below standard, Students with Disabilities scored in the Red category at 103.4 points below standard. and socioeconomically disadvantaged students scored in the Orange Category at 61.7 points below standard. In Math: English Learners Scored in the Red category at 110.4 points below standard, Hispanic Students scored in the Orange category at 91.5 points below standard, socioeconomically disadvantaged students scored in the Orange Category at 80.2 points below standard.

In English Learner Progress: English Learners Scored in the Red category at 31.7% making progress.

## Other Needs

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

37.4 % of our English Learners were Chronically Absent and 50.6% of our Students with Disabilities were Chronically Absent, both scoring in the Orange category

# School and Student Performance Data

## Student Enrollment

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

### Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.35%	0%	%	1	0	
African American	5.19%	4.98%	4.90%	15	15	14
Asian	8.30%	9.3%	8.74%	24	28	25
Filipino	9.00%	10.63%	12.24%	26	32	35
Hispanic/Latino	63.67%	64.45%	63.29%	184	194	181
Pacific Islander	7.61%	4.98%	5.24%	22	15	15
White	2.08%	1%	1.40%	6	3	4
Two or More Races	3.81%	4.32%	3.85%	11	13	11
Not Reported	%	0.33%	0.35%		1	
Total Enrollment				289	301	286

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	37	36	38
Grade 1	42	44	39
Grade 2	44	44	44
Grade3	44	49	44
Grade 4	41	43	46
Grade 5	40	47	40
Grade 6	41	38	35
Total Enrollment	289	301	286

#### Conclusions based on this data:

- Eldridge student population has decreased from 301 students (in 2022/2023 school year) to 286 students (in 2023/2024 school year). This is a decrease of 15 students.
- Eldridge 5th Grade student population has decreased from 47students (in 2022/2023 school year) to 40 students (in 2023/2024 school year). This is a decrease of 7 students.

3. Eldridge 3rd Grade student population has increased from 43 students (in 2022/2023 school year) to 46 students (in 2023/2024 school year). This is a decrease of 3 students.



# 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	102	99	96	35.3%	32.9%	33.6%
Fluent English Proficient (FEP)	33	42	36	11.4%	14.0%	12.6%
Reclassified Fluent English Proficient (RFEP)	20	30	21	6.9%	10.0%	7.3%

### Conclusions based on this data:

1. English Learner enrollment has declined from over the past 3 years.
2. The percent of Fluent English Proficiency has decreased by 1.4% from the 2022/2023 school year to the 2023/2024 school year.

# 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	42	48	43	41	44	40	40	44	40	97.6	91.7	93
Grade 4	41	42	47	40	42	44	40	42	44	97.6	100.0	93.6
Grade 5	39	46	37	38	46	37	38	46	37	97.4	100.0	100
Grade 6	42	34	32	41	34	32	41	34	32	97.6	100.0	100
All Grades	164	170	159	160	166	153	159	166	153	97.6	97.6	96.2

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	2405.	2404.	2347.	20.00	25.00	10.00	27.50	18.18	10.00	20.00	18.18	15.00	32.50	38.64	65.00
Grade 4	2407.	2407.	2419.	5.00	11.90	11.36	20.00	23.81	15.91	20.00	14.29	22.73	55.00	50.00	50.00
Grade 5	2473.	2431.	2450.	18.42	4.35	16.22	18.42	19.57	18.92	15.79	10.87	10.81	47.37	65.22	54.05
Grade 6	2502.	2518.	2493.	17.07	20.59	3.13	24.39	17.65	31.25	26.83	35.29	31.25	31.71	26.47	34.38
All Grades	N/A	N/A	N/A	15.09	15.06	10.46	22.64	19.88	18.30	20.75	18.67	19.61	41.51	46.39	51.63

<b>Reading</b> <b>Demonstrating understanding of literary and non-fictional texts</b>									
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	12.50	13.64	12.50	55.00	59.09	32.50	32.50	27.27	55.00
Grade 4	5.00	7.14	4.55	62.50	69.05	65.91	32.50	23.81	29.55
Grade 5	15.79	6.52	5.41	60.53	63.04	67.57	23.68	30.43	27.03
Grade 6	21.95	23.53	3.13	43.90	32.35	53.13	34.15	44.12	43.75
All Grades	13.84	12.05	6.54	55.35	57.23	54.90	30.82	30.72	38.56

<b>Writing</b> <b>Producing clear and purposeful writing</b>									
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	10.26	13.64	7.50	56.41	52.27	20.00	33.33	34.09	72.50
Grade 4	5.00	4.76	4.55	57.50	47.62	50.00	37.50	47.62	45.45
Grade 5	18.42	2.17	8.11	50.00	45.65	48.65	31.58	52.17	43.24
Grade 6	14.63	14.71	3.13	46.34	64.71	71.88	39.02	20.59	25.00
All Grades	12.03	8.43	5.88	52.53	51.81	46.41	35.44	39.76	47.71

<b>Listening</b> <b>Demonstrating effective communication skills</b>									
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	12.50	6.82	2.50	72.50	77.27	70.00	15.00	15.91	27.50
Grade 4	2.50	7.14	4.55	70.00	61.90	72.73	27.50	30.95	22.73
Grade 5	7.89	4.35	8.11	60.53	76.09	62.16	31.58	19.57	29.73
Grade 6	4.88	11.76	15.63	70.73	73.53	68.75	24.39	14.71	15.63
All Grades	6.92	7.23	7.19	68.55	72.29	68.63	24.53	20.48	24.18

<b>Research/Inquiry</b> <b>Investigating, analyzing, and presenting information</b>									
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	17.50	15.91	5.00	57.50	56.82	50.00	25.00	27.27	45.00
Grade 4	5.00	9.52	4.55	70.00	61.90	70.45	25.00	28.57	25.00
Grade 5	15.79	6.52	10.81	57.89	63.04	54.05	26.32	30.43	35.14
Grade 6	17.07	29.41	6.25	58.54	50.00	78.13	24.39	20.59	15.63
All Grades	13.84	14.46	6.54	61.01	58.43	62.75	25.16	27.11	30.72

#### Conclusions based on this data:

1. Overall Performance: ELA performance, the percent of students not meeting standard has increased from 46.39% (in the 2022/2023 school year) to 51.63% ( in the 2023/2024 school year).
2. Area of Achievement: ELA Performance, our data shows the percent of 5th Grade students Exceeding Standard has increased by 11.8%% (in the 2023/2024 school year).

3. Area of Growth: ELA Performance, our data shows that in the area of Reading-Demonstrating understanding of literary and non-fictional texts, in 6th grade the percent of students scoring in above standard dropped by 20.4%

# 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	42	48	43	42	45	40	42	45	40	100.0	93.8	93
Grade 4	41	42	47	41	42	44	41	42	44	100.0	100.0	93.6
Grade 5	39	46	37	39	46	37	39	46	37	100.0	100.0	100
Grade 6	42	34	32	42	34	32	41	34	32	100.0	100.0	100
All Grades	164	170	159	164	167	153	163	167	153	100.0	98.2	96.2

\* 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	2383.	2386.	2369.	4.76	6.67	7.50	19.05	17.78	12.50	33.33	28.89	22.50	42.86	46.67	57.50
Grade 4	2419.	2409.	2410.	2.44	7.14	9.09	14.63	11.90	9.09	34.15	28.57	27.27	48.78	52.38	54.55
Grade 5	2409.	2426.	2432.	0.00	4.35	8.11	5.13	6.52	5.41	28.21	17.39	27.03	66.67	71.74	59.46
Grade 6	2483.	2512.	2476.	12.20	17.65	3.13	17.07	20.59	18.75	21.95	20.59	34.38	48.78	41.18	43.75
Grade 11															
All Grades	N/A	N/A	N/A	4.91	8.38	7.19	14.11	13.77	11.11	29.45	23.95	27.45	51.53	53.89	54.25

<b>Concepts &amp; Procedures</b> <b>Applying mathematical concepts and procedures</b>									
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	4.76	11.11	7.50	50.00	48.89	42.50	45.24	40.00	50.00
Grade 4	4.88	11.90	13.64	43.90	26.19	18.18	51.22	61.90	68.18
Grade 5	0.00	2.17	5.41	23.08	39.13	43.24	76.92	58.70	51.35
Grade 6	14.63	20.59	0.00	36.59	35.29	50.00	48.78	44.12	50.00
Grade 11									
All Grades	6.13	10.78	7.19	38.65	37.72	37.25	55.21	51.50	55.56

<b>Problem Solving &amp; Modeling/Data Analysis</b> <b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
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	4.76	11.11	7.50	50.00	46.67	40.00	45.24	42.22	52.50
Grade 4	4.88	4.76	4.55	43.90	45.24	50.00	51.22	50.00	45.45
Grade 5	0.00	2.17	5.41	43.59	41.30	37.84	56.41	56.52	56.76
Grade 6	4.88	11.76	6.25	48.78	52.94	59.38	46.34	35.29	34.38
All Grades	3.68	7.19	5.88	46.63	46.11	46.41	49.69	46.71	47.71

<b>Communicating Reasoning</b> <b>Demonstrating ability to support mathematical conclusions</b>									
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	9.52	8.89	12.50	66.67	57.78	32.50	23.81	33.33	55.00
Grade 4	2.44	16.67	9.09	53.66	42.86	43.18	43.90	40.48	47.73
Grade 5	0.00	2.17	5.41	53.85	47.83	45.95	46.15	50.00	48.65
Grade 6	14.63	14.71	3.13	53.66	58.82	71.88	31.71	26.47	25.00
All Grades	6.75	10.18	7.84	57.06	51.50	47.06	36.20	38.32	45.10

**Conclusions based on this data:**

1. Overall Performance: Math performance, the percent of students not meeting standard has increased from 53.89% (in the 2022/2023 school year) to 54.25% (in the 2023/2024 school year)
2. Area of Achievement: Math Performance, our data shows in the area of Problem Solving & Modeling/Data Analysis the percent of 5th Grade students Exceeding Standard has increased by 3.24% (in the 2023/2024 school year).
3. Area of Growth: Math Performance, our data shows that in the area of Concepts & Procedures the percent of students scoring At or Near Standard or Below Standard is about 92.81%.

# 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	1423.5	1408.1	1368.1	1439.4	1395.2	1371.4	1386.3	1438.3	1360.3	16	12	20
1	1412.8	1428.6	1335.9	1452.8	1442.8	1335.0	1372.4	1413.9	1336.4	18	12	11
2	1475.5	1456.6	1407.8	1478.5	1474.5	1426.5	1472.1	1438.0	1388.6	14	20	15
3	1442.1	1486.8	1433.2	1437.6	1489.2	1445.2	1446.1	1484.2	1420.8	14	13	18
4	1509.9	1478.9	*	1527.3	1489.8	*	1492.2	1467.7	*	18	12	9
5	1519.2	1531.5	1488.4	1516.7	1538.3	1491.5	1521.2	1524.3	1484.9	12	15	11
6	*	*	*	*	*	*	*	*	*	9	8	8
All Grades										101	92	92

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	31.25	33.33	10.00	31.25	25.00	45.00	25.00	16.67	10.00	12.50	25.00	35.00	16	12	20
1	0.00	0.00	9.09	11.11	41.67	18.18	61.11	33.33	0.00	27.78	25.00	72.73	18	12	11
2	7.14	10.00	0.00	35.71	30.00	40.00	50.00	45.00	26.67	7.14	15.00	33.33	14	20	15
3	7.14	23.08	0.00	0.00	15.38	27.78	42.86	46.15	50.00	50.00	15.38	22.22	14	13	18
4	11.11	0.00	*	66.67	33.33	*	16.67	41.67	*	5.56	25.00	*	18	12	*
5	8.33	20.00	9.09	66.67	60.00	27.27	16.67	13.33	18.18	8.33	6.67	45.45	12	15	11
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	12.87	17.39	5.43	31.68	35.87	34.78	36.63	30.43	28.26	18.81	16.30	31.52	101	92	92

<b>Oral Language</b> <b>Percentage of Students at Each Performance Level for All Students</b>															
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
<b>K</b>	37.50	8.33	10.00	25.00	41.67	35.00	25.00	25.00	20.00	12.50	25.00	35.00	16	12	20
<b>1</b>	11.11	16.67	9.09	50.00	33.33	18.18	27.78	41.67	0.00	11.11	8.33	72.73	18	12	11
<b>2</b>	14.29	10.00	13.33	64.29	70.00	46.67	21.43	15.00	13.33	0.00	5.00	26.67	14	20	15
<b>3</b>	7.14	38.46	11.11	28.57	46.15	50.00	28.57	7.69	27.78	35.71	7.69	11.11	14	13	18
<b>4</b>	50.00	33.33	*	44.44	41.67	*	0.00	8.33	*	5.56	16.67	*	18	12	*
<b>5</b>	50.00	40.00	18.18	41.67	53.33	45.45	0.00	0.00	18.18	8.33	6.67	18.18	12	15	11
<b>6</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	28.71	28.26	15.22	42.57	47.83	42.39	16.83	14.13	17.39	11.88	9.78	25.00	101	92	92

<b>Written Language</b> <b>Percentage of Students at Each Performance Level for All Students</b>															
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
<b>K</b>	*	25.00	15.00	*	25.00	30.00	*	25.00	25.00	*	25.00	30.00	*	12	20
<b>1</b>	0.00	0.00	9.09	42.86	8.33	9.09	28.57	41.67	9.09	28.57	50.00	72.73	14	12	11
<b>2</b>	*	0.00	0.00	*	25.00	20.00	*	30.00	33.33	*	45.00	46.67	*	20	15
<b>3</b>	7.41	7.69	0.00	33.33	15.38	5.56	37.04	46.15	44.44	22.22	30.77	50.00	27	13	18
<b>4</b>	0.00	0.00	*	25.00	8.33	*	66.67	16.67	*	8.33	75.00	*	12	12	*
<b>5</b>	*	6.67	0.00	*	20.00	18.18	*	60.00	27.27	*	13.33	54.55	*	15	11
<b>6</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	1.98	6.52	5.43	16.83	19.57	15.22	43.56	38.04	35.87	37.62	35.87	43.48	101	92	92

<b>Listening Domain</b> <b>Percentage of Students by Domain Performance Level for All Students</b>												
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
<b>K</b>	25.00	25.00	10.00	62.50	50.00	50.00	12.50	25.00	40.00	16	12	20
<b>1</b>	27.78	25.00	9.09	55.56	50.00	18.18	16.67	25.00	72.73	18	12	11
<b>2</b>	7.14	40.00	6.67	92.86	50.00	53.33	0.00	10.00	40.00	14	20	15
<b>3</b>	14.29	15.38	16.67	57.14	69.23	50.00	28.57	15.38	33.33	14	13	18
<b>4</b>	27.78	8.33	*	61.11	66.67	*	11.11	25.00	*	18	12	*
<b>5</b>	0.00	13.33	9.09	83.33	80.00	36.36	16.67	6.67	54.55	12	15	11
<b>6</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	17.82	22.83	9.78	68.32	61.96	51.09	13.86	15.22	39.13	101	92	92



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	43.75	8.33	25.00	43.75	58.33	35.00	12.50	33.33	40.00	16	12	20
1	27.78	16.67	0.00	61.11	58.33	54.55	11.11	25.00	45.45	18	12	11
2	42.86	40.00	6.67	57.14	55.00	66.67	0.00	5.00	26.67	14	20	15
3	14.29	69.23	16.67	42.86	23.08	66.67	42.86	7.69	16.67	14	13	18
4	83.33	75.00	*	11.11	8.33	*	5.56	16.67	*	18	12	*
5	91.67	93.33	63.64	0.00	6.67	18.18	8.33	0.00	18.18	12	15	11
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	51.49	55.43	28.26	35.64	32.61	47.83	12.87	11.96	23.91	101	92	92

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	25.00	25.00	10.00	62.50	50.00	55.00	12.50	25.00	35.00	16	12	20
1	0.00	0.00	18.18	5.56	33.33	9.09	94.44	66.67	72.73	18	12	11
2	14.29	15.00	0.00	57.14	30.00	46.67	28.57	55.00	53.33	14	20	15
3	0.00	7.69	0.00	14.29	38.46	16.67	85.71	53.85	83.33	14	13	18
4	0.00	0.00	*	38.89	8.33	*	61.11	91.67	*	18	12	*
5	0.00	6.67	0.00	50.00	60.00	27.27	50.00	33.33	72.73	12	15	11
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	5.94	9.78	4.35	34.65	38.04	34.78	59.41	52.17	60.87	101	92	92

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	0.00	50.00	30.00	87.50	16.67	40.00	12.50	33.33	30.00	16	12	20
1	0.00	0.00	0.00	38.89	83.33	36.36	61.11	16.67	63.64	18	12	11
2	21.43	0.00	6.67	71.43	65.00	60.00	7.14	35.00	33.33	14	20	15
3	0.00	30.77	0.00	50.00	53.85	77.78	50.00	15.38	22.22	14	13	18
4	16.67	16.67	*	61.11	41.67	*	22.22	41.67	*	18	12	*
5	58.33	40.00	18.18	33.33	46.67	45.45	8.33	13.33	36.36	12	15	11
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	13.86	23.91	11.96	58.42	52.17	58.70	27.72	23.91	29.35	101	92	92

#### Conclusions based on this data:

- Overall Performance: Overall Language with Level 4 Performance there was a 11.96 decrease of students performance from the 2022/223 school year to the 2023/2024 school year.

2. Area of Growth : Written Language Percentage of Students Level for All Students, 79.35 % of students scored in Level 1 or Level 2 Performance Levels.
3. Area of Achievement: In the area of Speaking Domain, 63.64% of 5th Grade students scored in the Well Development level.

# 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.

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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
286	79.7%	33.6%	0.0%
Total Number of Students enrolled in Eldridge Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	96	33.6%
Foster Youth	0	0.0%
Homeless	2	0.7%
Socioeconomically Disadvantaged	228	79.7%
Students with Disabilities	68	23.8%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	14	4.9%
American Indian	0	0.0%
Asian	25	8.7%
Filipino	35	12.2%
Hispanic	181	63.3%
Two or More Races	11	3.8%
Pacific Islander	15	5.2%
White	4	1.4%

### Conclusions based on this data:

1. Eldridge's most significant subgroup in race/ethnicity is the Hispanic/LatinX student population at 63.3% .

2. Eldridge's most significant subgroup in student enrollment is the socioeconomically disadvantaged student population at 79.7% .

# 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.”



### 2024 Fall Dashboard Overall Performance for All Students

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

#### Conclusions based on this data:

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

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

ELA CAASPP Results:

Percent of students that Met or Exceeded Standard

ELA 2021/2022- 37.73%

ELA 2022/2023 - 34.94%

Percent of students that did not Meet Standard

ELA 2021/2022- 62.27%

ELA 2022/2023- 65.06%

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

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

Math CAASPP Results:

Percent of students that Met or Exceeded Standard

Math 2021/2022- 19.02%

Math 2022/2023 - 22.15%

Percent of students that did not Meet Standard

Math 2021/2022- 80.98%

Math 2022/2023- 77.85%

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

# School and Student Performance Data

## Academic Performance English Language Arts

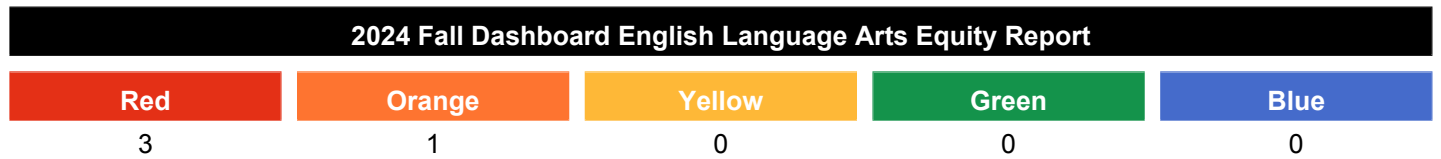
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This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>Orange</div> <div>55.5 points below standard</div> <div>Declined 10.0 points</div> <div>151 Students</div>	<div>English Learners</div> <div></div> <div>Red</div> <div>93.3 points below standard</div> <div>Declined 13.0 points</div> <div>58 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>5 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>2 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Orange</div> <div>61.7 points below standard</div> <div>Declined 10.2 points</div> <div>123 Students</div>

<b>Students with Disabilities</b>  Red 103.4 points below standard Declined 23.4 points 35 Students	<b>African American</b>  No Performance Color Less than 11 Students 9 Students	<b>American Indian</b>  No Performance Color 0 Students
<b>Asian</b>  No Performance Color 48.9 points below standard 12 Students	<b>Filipino</b>  No Performance Color 31.8 points above standard Increased 35.8 points 17 Students	<b>Hispanic</b>  Red 83.6 points below standard Declined 22.3 points 94 Students
<b>Two or More Races</b>  No Performance Color Less than 11 Students 7 Students	<b>Pacific Islander</b>  No Performance Color Less than 11 Students 10 Students	<b>White</b>  No Performance Color Less than 11 Students 3 Students

#### Conclusions based on this data:

1. Overall Performance: English Language Arts, Eldridge students scored 55.5 points below standard which is a decrease of 10 points from the previous year.
2. Area of Growth: Students with Disabilities scored 103.4 points below standards which is a decrease of 23.4 points from the previous year.
3. Area of Growth: English Language Learners scored 93.3 points below standards which is a decrease of 13.0 points from the previous year.



# School and Student Performance Data

## Academic Performance Mathematics

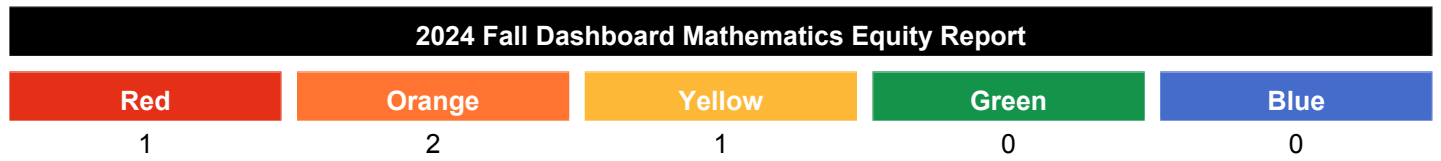
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>Orange</div> <div>76.4 points below standard</div> <div>Declined 8.2 points</div> <div>151 Students</div>	<div>English Learners</div> <div></div> <div>Red</div> <div>110.4 points below standard</div> <div>Declined 14.4 points</div> <div>59 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>5 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>2 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Orange</div> <div>80.2 points below standard</div> <div>Maintained 1.0 points</div> <div>123 Students</div>

<b>Students with Disabilities</b>  Yellow 70.8 points below standard Increased 4.8 points 35 Students	<b>African American</b>  No Performance Color Less than 11 Students 9 Students	<b>American Indian</b>  No Performance Color 0 Students
<b>Asian</b>  No Performance Color 63.6 points below standard 12 Students	<b>Filipino</b>  No Performance Color 4.9 points below standard Increased 6.6 points 17 Students	<b>Hispanic</b>  Orange 91.5 points below standard Declined 9.8 points 94 Students
<b>Two or More Races</b>  No Performance Color Less than 11 Students 7 Students	<b>Pacific Islander</b>  No Performance Color Less than 11 Students 10 Students	<b>White</b>  No Performance Color Less than 11 Students 3 Students

#### Conclusions based on this data:

1. Overall Performance: Math- Eldridge students scored 76.4 points below standard which is an increase of 8.2 points from the previous year.
2. Area of Growth: English Language Learners scored 110.4 points below standards which is a decrease of 14.4 points from the previous year.
3. Area of Growth: English Language Learners scored 110.4 points below standards which is a decrease of 14.4 points from the previous 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.

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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 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
 Red 31.7% making progress. Number Students: 63 Students	 No Performance Color making progress. 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
30.2%	38.1%	0%	27%

### Conclusions based on this data:

- Overall Performance: - English Learner students scored 59.5 points above standard making progress towards English Language proficiency.
- Area of Achievement - 27% of our English Learners progressed at least one ELPI Level.
- Area of Growth - 30.25% of our English Learners decreased at least one ELPI Level. .

# School and Student Performance Data

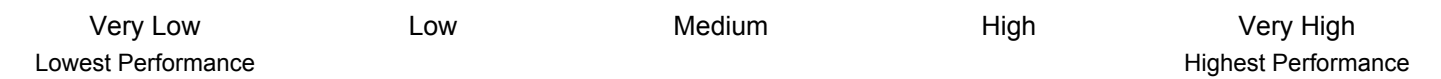
## Academic Performance College/Career Report

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.

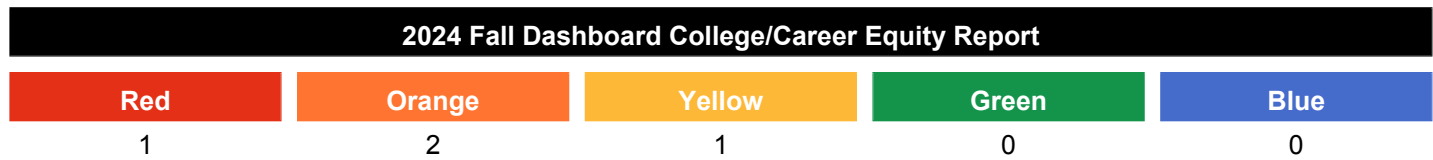
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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

This section 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. N/A
2. N/A
3. N/A

# 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.”












This section provides number of student groups in each level.



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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<div>All Students</div> <div> Yellow</div> <div>35.2% Chronically Absent</div> <div>Declined 10</div> <div>304 Students</div>	<div>English Learners</div> <div> Orange</div> <div>37.4% Chronically Absent</div> <div>Declined 9.6</div> <div>115 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>5 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>4 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Yellow</div> <div>37.3% Chronically Absent</div> <div>Declined 10.4</div> <div>252 Students</div>

<b>Students with Disabilities</b>  Orange 50.6% Chronically Absent Declined 6 87 Students	<b>African American</b>  No Performance Color 53.3% Chronically Absent Increased 13.3 15 Students	<b>American Indian</b>  No Performance Color 0 Students
<b>Asian</b>  No Performance Color 26.9% Chronically Absent Increased 13.6 26 Students	<b>Filipino</b>  Yellow 10.5% Chronically Absent Declined 16.7 38 Students	<b>Hispanic</b>  Yellow 39.9% Chronically Absent Declined 15.1 193 Students
<b>Two or More Races</b>  No Performance Color 23.1% Chronically Absent Declined 3.6 13 Students	<b>Pacific Islander</b>  No Performance Color 40% Chronically Absent Increased 8.8 15 Students	<b>White</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students

**Conclusions based on this data:**

1. Overall Performance - 35.2%% of Eldridge students are considered Chronically Absent.
2. Area of Growth :37.4% of our English Language Learners students are considered Chronically Absent.
3. Area of Growth :50% of our Students with Disabilities are considered Chronically Absent.

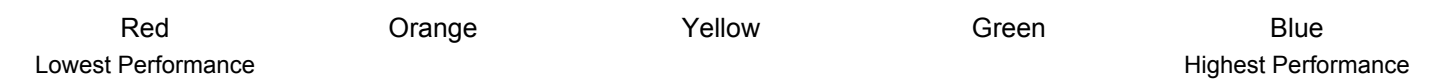
# School and Student Performance Data

## 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.

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

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



This section provides number of student groups in each level.



This section provides information about 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. N/A
2. N/A
3. N/A

# School and Student Performance Data

## Conditions & Climate Suspension Rate

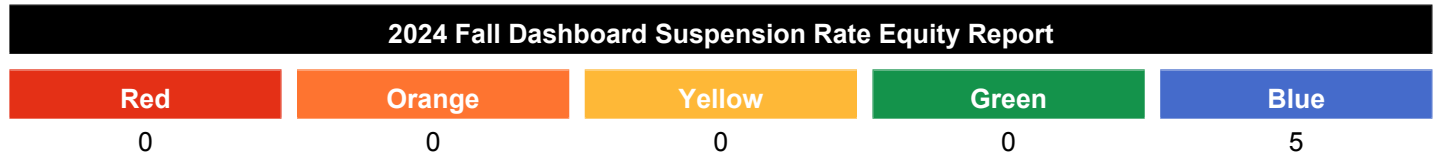
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.”












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></div> <div>Blue</div> <div>0% suspended at least one day</div> <div>Declined 0.3%</div> <div>314 Students</div>	<div>English Learners</div> <div></div> <div>Blue</div> <div>0% suspended at least one day</div> <div>Maintained 0%</div> <div>122 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>5 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>7 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Blue</div> <div>0% suspended at least one day</div> <div>Declined 0.4%</div> <div>259 Students</div>



<b>Students with Disabilities</b>  Blue 0% suspended at least one day Maintained 0% 88 Students	<b>African American</b>  No Performance Color 0% suspended at least one day Maintained 0% 16 Students	<b>American Indian</b>  No Performance Color 0 Students
<b>Asian</b>  No Performance Color 0% suspended at least one day Maintained 0% 26 Students	<b>Filipino</b>  Blue 0% suspended at least one day Maintained 0% 39 Students	<b>Hispanic</b>  Blue 0% suspended at least one day Declined 0.5% 198 Students
<b>Two or More Races</b>  No Performance Color 0% suspended at least one day Maintained 0% 16 Students	<b>Pacific Islander</b>  No Performance Color 0% suspended at least one day Maintained 0% 15 Students	<b>White</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students

#### Conclusions based on this data:

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

# Goals, Strategies, & Proposed Expenditures

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

## Goal 1

### Title and Description of School Goal

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

#### Deeper Learning -- Language and Literacy

GOAL 1 -Deeper Learning -- Language and Literacy: All students will receive literacy instruction that is tailored to their needs, through an equity lens, as measured on State CAASPP ELA and local assessments. All students who meet or exceed standard will increase performance on CAASPP ELA by 7.1%.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

### Identified Need

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

The following information describes Eldridge ELA achievement levels:

3rd - 6th Grade CAASPP results for all students from 2021/2022, 2022/2023, and 2023/2024 School Years

ELA CAASPP Results:

Percent of students that Met or Exceeded Standard

ELA 2021/2022- 37.73%

ELA 2022/2023 - 34.94%

ELA 2023/2024 - 28.76%

Percent of students that did not Meet Standard

ELA 2021/2022- 62.27%

ELA 2022/2023- 65.06%

ELA 2023/2024 - 71.24%

The number of of overall students the Met or Exceeded ELA Standard decreased from the 2021/2022 School Year to the 2023/2024 School Year.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	<p>Data collected from CAASPP during the 2023/2024 School Year</p> <p>Percent of students that Met or Exceeded Standard ELA 2023/2024 - 28.76%</p> <p>Percent of students that did not Meet Standard ELA 2023/2024 - 71.24%</p>	In the 2025/2026 School Year: All students who meet or exceed standard will increase performance on CAASPP ELA by 7.1%

## 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	Extra Hours- Library Support- Ensure that staff is trained on how to use the Library Destiny system, create classroom schedules so library is in use throughout the school week, help keep the library in working order, oversee library program with Library Media tech, etc.	All students including subgroups: Hispanic, African American, RSP students, Socioeconomically disadvantaged, and English Learners.	2500 Unrestricted 1000-1999: Certificated Personnel Salaries Library Support- Extra Hours 500 Unrestricted 3000-3999: Employee Benefits Library Support- Extra Hours
1.2	<p>Eldridge staff will analyze CAASPP data to inform instruction at the beginning of the year. After that, Eldridge's teachers will use the following assessments to inform instruction: Fountain and Pinnell, Common Core State Standard Units in Reading and Writing, Common Core State Standards-Based curriculum guides, District Benchmarks/BPST, student performance and achievement data, among others.</p> <p>Eldridge will hold effective professional development to support teachers to improve their craft in reading and writing. Grade-level collaboration meetings will drive the creation of more effective and differentiated instruction to address all academic achievement levels in classrooms. Action Planning Days will help teachers analyze data in order to use the Cycle of Inquiry as a tool to improve teaching practices and improve academic achievement.</p> <p>Eldridge Instructional Leadership Team will run/lead Professional Development throughout the school year during staff meetings as well as designated District PD days.</p> <p>People Assigned:</p> <ul style="list-style-type: none"> <li>Principal/YIS</li> </ul>	All students including subgroups: Hispanic, African American, RSP students, Socioeconomically disadvantaged, and English Learners.	

	<ul style="list-style-type: none"> <li>• Testing Coordinator/Intervention Coordinator/Set-up</li> <li>• Para Intervention Specialist</li> <li>• Teachers</li> <li>• ILT</li> <li>• RSP Teacher</li> <li>• ELL Specialist</li> <li>• Support Staff</li> <li>• Hayward Unified School District Assessment and Data Department</li> <li>• C.O.S.T. Coordinator</li> </ul>		
<b>1.3</b>	Sub Release Days (Eldridge will use 25 Substitute Days to allow teachers release time during the school day to attend IEP/504/SST Meetings, Peer Observation opportunities, or classroom support).	All students including subgroups: SDC Students, Hispanic, African American, RSP Students, Socioeconomically Disadvantaged, and English Learners.	6000 Title I 1000-1999: Certificated Personnel Salaries Substitute Pay for Release Days- For IEP 1500 Title I 1000-1999: Certificated Personnel Salaries Substitute Pay for Release Days
<b>1.4</b>	RSP and SLP Materials (Resources to support our RSP and Speech programs).	All students including subgroups: SDC Students, Hispanic, African American, RSP Students, Socioeconomically Disadvantaged, and English Learners.	1000 LCFF 4000-4999: Books And Supplies RSP Supplies
<b>1.5</b>	Materials and Supplies (ELA Materials to continue to support our in class Tier 1 Small Group Instruction.)	All students including subgroups: SDC Students, Hispanic, African American, RSP Students, Socioeconomically Disadvantaged, and English Learners.	3000 Title I 4000-4999: Books And Supplies ELA Supplies
<b>1.6</b>	Online Learning Platform Subscription - ELA Tier 2/3 Support	All students including subgroups: SDC Students, Hispanic, African American, RSP Students, Socioeconomically Disadvantaged, and English Learners.	5000 Title I 5000-5999: Services And Other Operating Expenditures Online Subscription
<b>1.7</b>	Extra Hours Coordinator of Services -Curriculum Coordinator/Testing Coordinator/Certificated Materials Ordering	All students including subgroups: SDC Students, Hispanic, African American, RSP Students, Socioeconomically Disadvantaged, and English Learners.	800 Unrestricted 1000-1999: Certificated Personnel Salaries Extra Hours 200 Unrestricted 3000-3999: Employee Benefits 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.

We have established Tier II Interventions for students in the form of pull-out groups that provide more intensive instruction using a Leveled Literacy Intervention Program. These small groups are lead by our Literacy Intervention teacher. For additional Tier 2 academic support, Eldridge students had the opportunity to attend the Ignite after school intervention program. The baseline data we are using to measure effectiveness of plan is Data collected from: CAASPP during the 2023/2024 School Year  
Percent of students that Met or Exceeded Standard  
ELA 2023/2024 - 28.76%  
Percent of students that did not Meet Standard  
ELA 2023/2024 - 71.24%  
In the 2025/2026 School Year: All students who meet or exceed standard will increase performance on CAASPP ELA by 7.1%

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 differences between the intended implementation and budget expenditures to meet the articulated goal.

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

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 ELA 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 2

### Title and Description of School Goal

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

#### Deeper Learning -- Mathematics

GOAL 2 - Deeper Learning -- Mathematics: All students will receive mathematics instruction that is tailored to their needs, through an equity lens, as measured on State CAASPP Math and local assessments. All Students, who meet or exceed standard, will increase performance on CAASPP Math by 7.8%

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

### Identified Need

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

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

#### Math CAASPP Results:

Percent of students that Met or Exceeded Standard

Math 2021/2022- 19.02%

Math 2022/2023 - 22.15%

Math 2023/2024 - 18.29%

Percent of students that did not Meet Standard

Math 2021/2022- 80.98%

Math 2022/2023- 77.85%

Math 2023/2024 - 81.71%

The number of of overall students the Met or Exceeded Math Standard decreased from the 2022/2023 school year to the 2023/2024 school year.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Math	<p>Math data collected from CAASPP during the 2023/2024 School Year:</p> <p>Percent of students that Met or Exceeded Standard Math 2023/2024 - 18.29%</p> <p>Percent of students that did not Meet Standard Math 2023/2024 - 81.71%%</p>	In the 2025/2026 School Year: All Students, who meet or exceed standard, will increase performance on CAASPP Math by 8.1%

## 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	Extra Hours Coordinator of Services -Curriculum Coordinator/Testing Coordinator/Certificated Materials Ordering	All students including subgroups: Hispanic, African American, RSP students, Socioeconomically Disadvantaged, and English Learners.	800 Unrestricted 1000-1999: Certificated Personnel Salaries Extra Hours 200 Unrestricted 3000-3999: Employee Benefits Extra Hours
2.2	<p>Eldridge Instructional Leadership Team will work with staff to help implement the following protocols:</p> <p>Eldridge staff will analyze CAASPP data to inform instruction at the beginning of the year. Along with CAASPP data, Eldridge teachers will use Benchmark Assessments and teacher-created assessments to measure student performance</p> <p>Eldridge will hold effective professional development to support teachers to improve their craft in math. Grade-level collaboration meetings will drive the creation of more effective and differentiated instruction to address all academic achievement levels in classrooms. Action Planning Days will help teachers analyze data in order to use the Cycle of Inquiry as a tool to improve teaching practices and improve academic achievement.</p>	All students including subgroups: Hispanic, African American, RSP students, Socioeconomically Disadvantaged, and English Learners.	
2.3	Online Learning Platform Subscription - Math Tier 2/3 Support targeting EL Students	All students including subgroups: Hispanic, African American, RSP students, Socioeconomically	5000 Title I 5000-5999: Services And Other Operating Expenditures

		Disadvantaged, and English Learners.	
2.4	Materials and Supplies (Math Materials to continue to support our in class Tier 1 Instruction.)	All students including subgroups: Hispanic, African American, RSP students, Socioeconomically Disadvantaged, and English Learners.	2000 Title I 4000-4999: Books And Supplies Math Manipulatives

## 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.

Eldridge was able to implement the strategies written into this goal. To Achieve our articulated goals in the Math, our Youth Intervention Teacher held multiple cycles Math Intervention Groups, these intervention groups were pull out form classroom in small groups. Our YIS also prepared our students for the Math Performance Task on the CAASPP test by working with all classrooms in grades 3-6 to teach them the 5 day Performance Task process. The baseline data we are using to measure effectiveness of plan is Data collected from:

Math data collected from CAASPP during the 2023/2024 School Year:

Percent of students that Met or Exceeded Standard

Math 2023/2024 - 18.29%

Percent of students that did not Meet Standard

Math 2023/2024 - 81.71%

In the 2025/2026 School Year: All Students, who meet or exceed standard, will increase performance on CAASPP Math by 8.1%

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 differences between the intended implementation and budget expenditures to meet the articulated goal.

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

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, by 10%.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

### Identified Need

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

28.3% of our English Learners progressed at least one level, 31.7% decreased one level and 40% maintained their level. The data below shows a need for additional support for our English Learners as a whole as less than half are making at least one level of progress towards English proficiency.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC	According to ELPAC 31.7% of our English Learners decreased one level and 28.3% of our English Learners increased 1 level.	A minimum of 10% growth, based on the 2025/2026 ELPAC results, of our English Learners progressing at least one level.

### Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Eldridge will provide teachers with additional collaboration time to plan Integrated and Designated ELD to fully support students' language proficiency and access to the content. We will improve our ELD program by visiting other sites and learning and implementing new proven researched practices. We will consistently adhere to the required minutes of daily ELD instruction. We will consistently use Integrated ELD/ALD strategies used in the general education classes throughout	English Learners	1000 Title I 4000-4999: Books And Supplies ELD Materials and Supplies

	<p>the day. We will Identify ELLs for pull-out interventions, after school intervention, and/or Saturday Academy. Eldridge will provide enrichment activities such as project-based learning activities and student presentations.</p> <p>We will use the following data to analyze student performance: ELPAC, CAASPP, district benchmarks and local assessments, and local assessments which may include ELD unit tests.</p> <p>Materials and Supplies (Materials and Resources to support our EL Learners with Guided Language Acquisition Strategies. These strategies will be embedded in classroom instruction throughout the instructional day. All students will receive these strategies. Along with these imbedded instructional strategies our EL students will attend ELD classes daily for further support at a Tier 2 level.)</p>		
3.2	Extra Hours Coordinator of Services -ELD Curriculum Coordinator/Testing Coordinator/ELD Certificated Materials Ordering	English Learners	500 Title I 4000-4999: Books And Supplies ELAC Meeting Supplies

## 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.

Along with our EL Specialist, Eldridge has a Paraeducator who provides reading intervention in small groups for English Learners identified as needing additional support. Assessments were completed with students to identify the need for a Tier 2 intervention. Our EL Specialist supported EL Learners through professional development and collaboration with classroom teachers. In addition the EL specialist monitored Tier 2 interventions for EL students. The baseline data we are using to measure effectiveness of plan is Data collected from:

ELPAC Scores 2023/2024 School Year

According to ELPAC 31.7% of our English Learners decreased one level and 28.3% of our English Learners increased 1 level.

A minimum of 10% growth, based on the 2025/2026 ELPAC results, of our English Learners progressing at least one level.

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

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

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

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

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

# Goals, Strategies, & Proposed Expenditures

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

## Goal 4

### Title and Description of School Goal

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

#### Deeper Learning -- Visual and Performing Arts

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

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

### Identified Need

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

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

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Local Data: The student showcase frequency for the 2023-2024 school year	The student showcase frequency for the 2024/2025 school year was once a trimester and included, but not limited to, the following events: Art Night, Spring Concert, and Band Concert, 3 schoolwide assemblies, and 5 spirit assemblies	The student showcase frequency for the 2025-2026 school year expected outcome will be an increase of 1 event.

### Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Eldridge teachers will promote arts integration by hosting performances, showcasing student work and providing teachers with arts integration professional development. All students will be served by the following strategies.  1. Eldridge will offer the following VAPA programs on site: Music Class - 1st - 4th grade, Choir - 5th - 6th grade, Instrumental - 5th - 6th grade.	All students including subgroups: LatinX, African American, RSP students, Socioeconomically Disadvantaged, and English Learners.	District Funded None Specified The funding for this goal will be funds allocated from the state to be used directly to support Visual and Performing Arts. The funding can be used for personnel and materials for VAPA.

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

## SPSA Year Reviewed: 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.

Eldridge School held our annual Art Night, Spring Concert at the HUSD Performing Arts Center, and had an art in education training for our teachers.

The baseline data we are using to measure effectiveness of plan is Data collected from:

The student showcase frequency for the 2024/2025 school year was once a trimester and included, but not limited to, the following events: Art Night, Spring Concert, and Band Concert, 3 schoolwide assemblies, and 5 spirit assemblies.

The student showcase frequency for the 2025-2026 school year expected outcome will be an increase of 1 event.

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

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

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

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

# Goals, Strategies, & Proposed Expenditures

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

## Goal 5

### Title and Description of School Goal

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

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

Relationship-Centered Schools -- School Climate and Social Emotional Learning Relationship-Centered Schools -- School Climate and Social-Emotional Learning (SEL): All students will have access to a safe and welcoming school environment. The school will promote a focus on the whole child by ensuring that all students have access to SEL-related strategies on a daily basis, either through standalone SEL curriculum or culture/climate initiatives. All 5th grade students will report a 10% increase in feelings of school connectedness and closeness to others on the California Healthy Kids Survey (CHKS). The school will determine how to measure student growth in SEL based on the SEL-related strategies the site implements.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

### Identified Need

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

There is a small percentage of chronic absences, however, it is important that we address this problem in order to support the academic success of these students.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Healthy Kids Survey data	Of the Eldridge students that took the California Healthy Kids Survey :  49% - Feel School Connectedness 55%- Feel Close to People at School Most/All of Time 45% - Are Happy to Be At Eldridge 44% - Feel Part of the School	All student groups that participate in the (CHKS) will report a 10% increase in feelings of school connectedness, feel part of the school, happy to be at school, and feeling close to others on campus as recorded on the on the California Healthy Kids Survey (CHKS).

### Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
5.1	Tier I - Universal Level - 80-85% of students - The expectation is that 80-85% of Eldridge students will be able to succeed at the TIER I level. Eldridge will continue to focus on creating a safe and inclusive school climate by exclusively	All students including subgroups: LatinX, African American, RSP students, Socioeconomically	District Funded None Specified

	<p>teaching students to regulate emotions and interacting with peers using SEL curriculum skills in all K-6th grade classrooms. To monitor student progress and support instruction, Eldridge will continue to utilize a multi-tier approach for early identification of students with behavioral needs.</p> <ol style="list-style-type: none"> <li>1. Eldridge will use Second Step as the SEL curriculum grades K-6. Teachers will be provided training, materials and a pacing guide for the school year for explicitly teaching tools for regulating emotions and navigating conflict.</li> <li>2. Eldridge will maintain a Positive Behavior Intervention and Supports (PBIS)/Restorative Practices Team to analyze, collaborate and coordinate with administration, teachers, and support staff. The PBIS/RP team will meet regularly to review sitewide data relevant to school climate and behavior. The team will discuss current needs of teachers and students and plan next steps to address the site's climate needs in a timely manner.</li> <li>3. Eldridge School will promote and use positive reinforcement strategies. Such strategies include the positive incentives system of Green Alerts and Student of the Month. Green Alerts are distributed to students displaying expected behaviors and are used for weekly and earned incentives. The Student of the Month promotes positive student behavior in the following areas: Excellent Behavior, Community Service, Good Attendance Attendance, Being an Upstander, and Academic Excellence in at least one subject area, etc.</li> <li>4. Eldridge will utilize various restorative practices including community circles and conflict resolution/mediation. Social skills and competency are modeled and practiced. Interactions and instructions are intentionally planned and structured School Plan for Student Achievement to develop a sense of community, self determination, trust, and democracy. For Tier 2 supports our on site counselor will work with staff to implement circle procedures in the classrooms as well as support students one on one or in small groups.</li> <li>5. Eldridge staff, students and community will foster a school environment to ensure each person's cultural/linguistic/sexual identity is respected, self esteem, self motivation, and learner autonomy are developed. Safe and Inclusive Schools information and resources will be shared with teachers at faculty meetings and through weekly staff communications.</li> <li>6. Students will be provided adequate playground equipment to increase fitness and organized activities to reduce behavioral issues on the playground.</li> </ol>	Disadvantaged, and English Learners.	Funding from Community Schools Grant will be used to support this Goal.
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	We will utilize funding from our Community Schools Grant to support this goal.		
<b>5.2</b>	Spirit Assemblies, Award Assemblies, General Assemblies, etc.	All students including subgroups: LatinX, African American, RSP students, Socioeconomically Disadvantaged, and English Learners.	3000 Unrestricted 0000: Unrestricted Supplies/Materials/Performers for School Assemblies
<b>5.3</b>	PE and Recess Equipment- Replace PE and Recess Equipment throughout the school year.	All students including subgroups: LatinX, African American, RSP students, Socioeconomically Disadvantaged, and English Learners.	2000 LCFF 4000-4999: Books And Supplies PE and Recess Equipment
<b>5.4</b>	Noon Duty Supervisor Extra Hours (3.5 hours a day for 180 School days) Extra Hours - SEL Room Coverage, Staggered Reading Supervisions Support, Support Office, Classroom Support, Arrival or Dismissal, etc.)	All students including subgroups: LatinX, African American, RSP students, Socioeconomically Disadvantaged, and English Learners.	9000 Unrestricted 2000-2999: Classified Personnel Salaries Noon Duty Extra Hours 1605 Unrestricted 3000-3999: Employee Benefits Noon Duty Extra Hours 4000 Title I 2000-2999: Classified Personnel Salaries Noon Duty Extra Hours 1145 Title I 3000-3999: Employee Benefits Noon Duty 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.

Assemblies were implemented which encouraged positive behaviors and teachers promoted positive behavioral supports by passing out certificates and prizes. Eldridge held 10 Schoolwide assemblies throughout the school year. Weekly announcements recognized individual successes which were also prominently displayed in the hallways. Staff updated bulletin boards which created a sense of belonging in each classroom. Our Counselor was tasked with holding monthly classroom presentations and discussing character traits as well as classroom circle protocols.

The baseline data we are using to measure effectiveness of plan is Data collected from:

CHKS 2024/2025 School Year.

California Healthy Kids Survey :

49% - Feel School Connectedness

55%- Feel Close to People at School Most/All of Time

45% - Are Happy to Be At Eldridge

44% - Feel Part of the School

All student groups that participate in the (CHKS) will report a 10% increase in feelings of school connectedness, feel part of the school, happy to be at school, and feeling close to others on campus as recorded on the on the California Healthy Kids Survey (CHKS) in the 2025/2026 school year.

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

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

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

Due to personnel cuts, Eldridge will allocate funding for a noon duty supervisor at 3.5 hours daily to help support staggered reading supervision. Main Office support, and calming room supervision. Eldridge will continue creating a calming/sensory room in which students will have the opportunity to self regulate and take time throughout the school day in the calming/sensory room. A staff member will monitor the room while students are using it. This room will also be used by our Counselor for presentations and meetings with student groups.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 6

### Title and Description of School Goal

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

#### Relationship-Centered Schools -- Parent Engagement

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

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

### Identified Need

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

Increase Parent/Family participation of family members of all student groups.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Local Data: Meeting sign-in sheets	2024-2025 Meeting sign-in data reports that fewer than 10 parents participated in parent committee meetings [Coffee/w the Principal, ELAC, PTO, SSC, etc.] on some of the in person meetings.	Parent Engagement: Eldridge will increase the number of parents participating in school activities by 10%.

### Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
6.1	Eldridge will provide additional options and opportunities for parents to participate in school activities by offering more flexible timing, translation for parents, and more emphasis on parent-requested topics of discussion.  1. The Family Engagement Specialist [FES] will increase parent engagement through outreach and recruitment. The FES will update communication online on a regular basis The school will communicate with parents by various means, including the school website, telephone, texts, and	All students including subgroups: LatinX, African American, RSP students, Socioeconomically Disadvantaged, and English Learners.	500 Title 1: Parent Allocation 3010 Fingerprinting  5000 LCFF 4000-4999: Books And Supplies Parent Education Classes Materials and Supplies

	<p>email to keep them informed about student learning.</p> <p>2. The Family Engagement specialist [FES] and Community Schools Specialist [CSS] will organize parent workshops throughout the year covering topics such as ELPAC Reclassification, Common Core Standards, attendance, social media safety, and the importance of parent involvement in their children's education. The CSS and FES will implement a survey to families requesting topics the families would like covered at the workshops.</p> <p>3. Parent and staff membership in PTO will be encouraged. The PTO will help to coordinate volunteer efforts at school.</p> <p>4. Eldridge's office staff, EL Specialist, FES and CSS will continue to work with CWA and the EL Department to have translation available when needed for families who speak a language other than English, especially languages other than Spanish.</p> <p>5. Parent Education Classes (such as Latino Literacy Project, Math Night, Science Night) Multiple Week Sessions</p>		
<b>6.2</b>	Extra Hours - Kindergarten Transition Support and Outreach for incoming families and students	All students including subgroups: LatinX, African American, RSP students, Socioeconomically Disadvantaged, and English Learners.	2000 Unrestricted 1000-1999: Certificated Personnel Salaries Extra Hours - Certificated
<b>6.3</b>	Office Supplies Family Outreach	All students including subgroups: LatinX, African American, RSP students, Socioeconomically Disadvantaged, and English Learners.	1000 LCFF 4000-4999: Books And Supplies Office Supplies Family Outreach

## 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.

Families have continued to attend school-wide events on a consistent basis throughout the 2024/2025 school year. This year Eldridge 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, parent Education Classes, Halloween Parade, Ruby Bridges Walk to School Day, Read Across America Celebration, Art Night, and School Dance.

The baseline data we are using to measure effectiveness of plan is Data collected from:

2024-2025 Meeting sign-in data reports that fewer than 10 parents participated in parent committee meetings [Coffee/w the Principal, ELAC, PTO, SSC, etc.] on some of the in person meetings. Parent Engagement: Eldridge will increase the number of parents participating in school activities by 10%.

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

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

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

Funding is allocated to support families and community by holding Parent Education Classes throughout the 2025/206 School year.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 7

### Title and Description of School Goal

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

#### Relationship-Centered Schools -- Attendance and Chronic Absenteeism

Relationship-Centered Schools -- Attendance and Chronic Absenteeism Relationship-Centered Schools -- Attendance and Chronic Absenteeism: Eldridge will decrease chronic absenteeism by 10% in the 24-25 school year.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

### Identified Need

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

All Student Groups in the CA 2024 Fall Dashboard Chronic Absenteeism data reports that All Students/Student Group shows that 35.2% of all students are considered Chronically Absent. That is a decrease of 10% from the previous year.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
State Data: CA Dashboard - Chronic Absenteeism Data	CA Fall Dashboard data reports that 35.2%% of all students were chronically absent in the 2024 school year	Expected outcome will be an overall decrease of at least 10% in chronically absent students. This will result in a maximum 25.2% of students chronically absent

### Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
7.1	Eldridge staff will collaborate with the district's Child Welfare and Attendance division to reduce families' barriers to attendance, including early intervention and COST services. An action plan is in place to address the needs and/or concerns of any groups of students who have been identified as consistently absent or tardy. Eldridge's expectation is that 97% of our students are present and on time to school every day. In order to monitor and motivate students and families to meet this expectation, the staff implements the following plan:  1. Eldridge will build awareness of the importance of attendance. The attendance clerk, family	All students including subgroups: Latinx, African American, RSP students, Socioeconomically Disadvantaged, and English Learners.	1000 LCFF 0001-0999: Unrestricted: Locally Defined Attendance Assemblies/Attendance Board/Certificates

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

SPSA Year Reviewed: 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.

Regular and consistent communication from our attendance clerk in regard to student absences occurred on a regular basis to try support families happened regularly throughout the 2024/2025 school year.

The baseline data we are using to measure effectiveness of plan is Data collected from:  
CA Fall Dashboard data reports that 35.2%% of all students were chronically absent in the 2024 school year. Expected outcome will be an overall decrease of at least 10% in chronically absent students. This will result in a maximum 25.2% of students chronically absent.

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

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

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

Due to low enrollment, the Eldridge Attendance Clerk position has been cut. The Eldridge Office Manager will be taking on the Attendance Clerk duties to help promote school 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	\$34,520.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$60,250.00
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	\$29,145.00

Subtotal of additional federal funds included for this school: \$29,145.00

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	\$10,000.00
Title 1: Parent Allocation	\$500.00
Unrestricted	\$20,605.00

Subtotal of state or local funds included for this school: \$31,105.00

Total of federal, state, and/or local funds for this school: \$60,250.00



# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF	21598.00	11,598.00
Title I	45402.00	16,257.00
LCFF - Supplemental	10,000	10,000.00
Title I Part A: Allocation	4,000	4,000.00

## Expenditures by Funding Source

Funding Source	Amount
LCFF	10,000.00
Title 1: Parent Allocation	500.00
Title I	29,145.00
Unrestricted	20,605.00

## Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	3,000.00
0001-0999: Unrestricted: Locally Defined	1,000.00
1000-1999: Certificated Personnel Salaries	13,600.00
2000-2999: Classified Personnel Salaries	13,000.00
3000-3999: Employee Benefits	3,650.00
3010	500.00
4000-4999: Books And Supplies	15,500.00
5000-5999: Services And Other Operating Expenditures	10,000.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
0001-0999: Unrestricted: Locally Defined	LCFF	1,000.00

4000-4999: Books And Supplies	LCFF	9,000.00
3010	Title 1: Parent Allocation	500.00
1000-1999: Certificated Personnel Salaries	Title I	7,500.00
2000-2999: Classified Personnel Salaries	Title I	4,000.00
3000-3999: Employee Benefits	Title I	1,145.00
4000-4999: Books And Supplies	Title I	6,500.00
5000-5999: Services And Other Operating Expenditures	Title I	10,000.00
0000: Unrestricted	Unrestricted	3,000.00
1000-1999: Certificated Personnel Salaries	Unrestricted	6,100.00
2000-2999: Classified Personnel Salaries	Unrestricted	9,000.00
3000-3999: Employee Benefits	Unrestricted	2,505.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	20,500.00
Goal 2	8,000.00
Goal 3	1,500.00
Goal 5	20,750.00
Goal 6	8,500.00
Goal 7	1,000.00

# 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
- 2 Classroom Teachers
- 1 Other School Staff
- 4 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Brian McComb	Principal
Lisa McClaine	Classroom Teacher
Jacqueline Hinke	Classroom Teacher
Jennifer Carvalho	Parent or Community Member
Michelle Fernelius	Parent or Community Member
Nephi Spiga	Parent or Community Member
Valerie Gaspar	Parent or Community Member
Cherise Morris	Other School Staff

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**



Other: EL Specialist Juan Barona

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 8/6/25.

Attested:



Principal, Brian McComb on 8/6/25



SSC Chairperson, Michelle Fernelus on 8/6/25



ELAC Representative, sara guerido on 05/29/2025