

Lorin A. Eden Elementary

2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2025-26 School Contact Information

School Name	Lorin A. Eden Elementary
Street	27790 Portsmouth Ave.
City, State, Zip	Hayward, CA 94545-4013
Phone Number	(510) 723-3855
Principal	Melanie Tirrell
Email Address	mt741@husd.k12.ca.us
School Website	https://lorineden.husd.us/
Grade Span	K-6
County-District-School (CDS) Code	01611926001051

2025-26 District Contact Information

District Name	Hayward Unified School District
Phone Number	(510) 784-2600
Superintendent	Chien Wu-Fernandez
Email Address	cfernandez@husd.k12.ca.us
District Website	www.husd.k12.ca.us

2025-26 School Description and Mission Statement

Lorin A. Eden Elementary School, a TK through Sixth Grade school, serves approximately 400 students, including our Preschool and Transitional Kindergarten programs. We offer a variety of instructional programs designed to prepare students for the challenges of middle school and beyond. The district emphasizes a well-balanced and rigorous core curriculum at all grade levels, aligned with the California Common Core Standards. We are deeply committed to equity and access for all students, ensuring that every child receives the support and resources they need to thrive. Our vision is to create positive pathways of success for every student, preparing them for their future academic journey. Integral to this vision is our commitment to social-emotional learning, fostering empathy, resilience, and responsible decision-making to develop caring and engaged citizens.

2025-26 School Description and Mission Statement

Founded in 1964, Lorin A. Eden Elementary has long been a cornerstone of the Mt. Eden community. We pride ourselves on our close-knit family atmosphere, where teachers and families dedicate their careers and their children to learning.

At Lorin A. Eden School, we value the unique qualities of each student and are committed to providing a comprehensive academic and personal education. Our entire school community shares the responsibility for fostering inclusive practices that nurture creativity, academic intellect, social-emotional intelligence, and a lifelong love of learning. This includes a dedicated focus on eliminating achievement gaps and providing differentiated instruction to meet the diverse needs of our student population. We strive to create a learning environment where every student feels valued, respected, and empowered to reach their full potential. We strive to equip our students with the foundational values necessary for success as global citizens. Our vision is to create positive pathways of success for every student, preparing them for their future academic journey.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	67
Grade 1	52
Grade 2	49
Grade 3	53
Grade 4	55
Grade 5	55
Grade 6	55
Total Enrollment	386

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.9
Male	53.1
American Indian or Alaska Native	0.3
Asian	18.4
Black or African American	8.3
Filipino	17.1
Hispanic or Latino	44.6
Native Hawaiian or Pacific Islander	2.6
Two or More Races	5.2
White	2.8
English Learners	30.1
Migrant	0.3
Socioeconomically Disadvantaged	69.2
Students with Disabilities	17.4

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	13.5	79.51	841.9	83.53	234405.2	84
Intern Credential Holders Properly Assigned	0	0	23.4	2.33	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.5	2.93	62.2	6.18	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	21.8	2.17	11953.1	4.28
Unknown/Incomplete/NA	3	17.56	58.3	5.79	15831.9	5.67
Total Teaching Positions	17	100	1007.9	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	12.9	76.43	806	82.08	231142.4	83.24
Intern Credential Holders Properly Assigned	1	5.89	18.5	1.89	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	71.2	7.26	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	26.6	2.71	11746.9	4.23
Unknown/Incomplete/NA	3	17.68	59.5	6.06	14303.8	5.15
Total Teaching Positions	16.9	100	982	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	13	78.79	777.2	80.2	230039.4	100
Intern Credential Holders Properly Assigned	0	0	19.7	2.04	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.5	3.03	102.3	10.56	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	21.4	2.21	12112.8	4.34
Unknown/Incomplete/NA	3	18.18	48.3	4.99	13705.8	4.91
Total Teaching Positions	16.5	100	969.1	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0.5
Misassignments	0.50	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.50	0	0.5

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	5.5	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

There was a new adoption of an ELA curriculum in the summer of 2020 with implementation that began in the 21-22 school year.

Year and month in which the data were collected

January 2026

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	TK: Benchmark Ready to Advance Transitional Kindergarten and Listos y Adelante Transitional Kindergarten, c2018 K-6th Grade: Benchmark Advance California Edition, Advance/Adelante, c2017 (English & Spanish); E.L. Achieve Creating Effective Systems for English Learners (English) c2018	0%
Mathematics	K- 5 Grade: Houghton Mifflin Harcourt, Math Expressions, c2015 (English & Spanish) 6th Grade: Glencoe/McGraw Hill, California Math Course 1, c2015	0%
Science	K-5th Grade: Pearson Scott Foresman, Pearson Scott Foresman California Science, c2008 (English & Spanish) 6th Grade: Pearson Scott Foresman, Pearson Scott Foresman California Science, Focus on Earth Science, c2008 (English & Spanish)	0%
History-Social Science	K-6 Teacher's Curriculum Institute, Social Studies Alive, 2nd Edition, c2017	0%

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

General: The district places a strong emphasis on ensuring that all schools are safe, clean, environmentally friendly, mechanically functional and inviting for students, staff members, and the community. To assist in this effort, the district utilizes the Facility Inspection Tool (FIT) developed by the State of California OPSC and local operations department developed inspection survey methods to keep facilities in compliance with all federal and state health and safety regulations. The district regularly inspects and reviews the condition of the school facilities and surrounding grounds. The district places the highest priority on those safeguards that impact the fire, life and safety protection of the students, staff, and school buildings. Below is

School Facility Conditions and Planned Improvements

more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

Age of School Buildings: Lorin Eden was constructed in 1963. This school has sixteen (16) permanent classrooms, a multipurpose room, a library, and an administration building. In addition to the main building, there are eleven (11) portable classrooms that have been added to accommodate class size reduction and instructional programs for the Alameda County Office of Education.

Maintenance and Repair: District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order system process is used to ensure efficient service and highest priority is given to emergency repairs. At the time of publication, 100% of the school's restrooms on campus were in good working order.

Cleaning Process and Schedule: The district has developed cleaning standards and schedules for all schools in the district. A summary of these standards and schedules is available at the school or the Maintenance & Operations office. The principal, with the guidance of the Facilities, Maintenance, Operations and Transportation (FMOT) Department works daily with the custodial team to ensure that the cleaning standards are met, and that classrooms, restrooms, and campus grounds are kept clean, safe, and well-maintained.

Modernization Projects: Since 2019, local bond funds (Measure H) are being used to complete various modernization and Infrastructures projects throughout HUSD. At Lorin Eden these projects have included replacement of the roof system. Currently a modernization is underway that consists of constructing eleven (11) new classrooms to replace portables, construct a new office, modernize existing classrooms and convert the former office into a library, construction of two new inclusive playgrounds, new asphalt/stripping, installation of a Fire Alarm PA System and construction of a outdoor eating area. New security fencing was installed on the east end of the campus. All work described was completed by the end of the 2024 summer period.

Year and month of the most recent FIT report

December 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials		X		
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	35	39	32	34	47	48
Mathematics (grades 3-8 and 11)	23	33	20	21	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	215	211	98.14	1.86	39.34
Female	90	88	97.78	2.22	45.45
Male	125	123	98.40	1.60	34.96
American Indian or Alaska Native	0	0	0	0	0
Asian	37	36	97.30	2.70	47.22
Black or African American	17	17	100.00	0.00	35.29
Filipino	38	38	100.00	0.00	60.53
Hispanic or Latino	96	94	97.92	2.08	25.53
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	15	15	100.00	0.00	66.67
White	--	--	--	--	--
English Learners	61	59	96.72	3.28	11.86
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	156	153	98.08	1.92	31.37
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	45	42	93.33	6.67	0.00

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	216	213	98.61	1.39	32.86
Female	90	90	100.00	0.00	38.89
Male	126	123	97.62	2.38	28.46
American Indian or Alaska Native	0	0	0	0	0
Asian	37	37	100.00	0.00	48.65
Black or African American	17	17	100.00	0.00	17.65
Filipino	38	37	97.37	2.63	54.05
Hispanic or Latino	97	96	98.97	1.03	14.58
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	15	15	100.00	0.00	66.67
White	--	--	--	--	--
English Learners	61	61	100.00	0.00	11.48
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	156	153	98.08	1.92	26.80
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	46	44	95.65	4.35	0.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	29.31	9.26	18.04	19	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	54	54	100.00	0.00	9.26
Female	21	21	100.00	0.00	4.76
Male	33	33	100.00	0.00	12.12
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	25	25	100.00	0.00	8.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	18	18	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	38	38	100.00	0.00	7.89
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	13	13	100.00	0.00	0.00

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100%	100%	83%	100%	100%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

Lorin A. Eden Elementary School values strong home-school partnerships and is committed to cultivating positive relationships between families and staff to support student success. These collaborative relationships reinforce for students the importance of a unified support system invested in their well-being and academic growth.

Lorin A. Eden benefits greatly from the active participation of families in various school governance and support organizations, including the School Site Council (SSC), Site Based Decision Making Team (SBDM), Parent/Teacher Association (PTA), African American Student Achievement Initiative (AASAI), Parent Ambassadors, and the English Learner Advisory Committee (ELAC). These groups play a vital role in advising and shaping programs that enhance student learning.

Our Community Schools Specialist along with our Family Engagement Specialist help to ensure a positive and enriching school experience for all students. Additionally, the Community Schools Specialist serves as a parent advocate, addressing individual needs and concerns related to student academic success.

Lorin A. Eden offers a variety of parent engagement opportunities throughout the year to further promote student achievement. Families are encouraged to participate in school community events, committee meetings, parent workshops, and volunteer opportunities, which are regularly communicated through weekly school newsletters. Engaging events such as the Ruby Bridges Walk to School, Back to School and Open House events, student music concerts, and the monthly "Coffee with the Principal" foster a strong sense of community and provide families with opportunities to connect with the school culture.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	400	393	87	22.1
Female	183	181	37	20.4
Male	217	212	50	23.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	73	72	8	11.1
Black or African American	32	32	4	12.5
Filipino	69	67	11	16.4
Hispanic or Latino	176	174	53	30.5
Native Hawaiian or Pacific Islander	11	--	--	--
Two or More Races	20	20	4	20.0
White	14	13	4	30.8
English Learners	125	125	30	24.0
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	285	281	70	24.9
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	82	80	26	32.5

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
1.86	2.87	4	4.9	5.4	4.97	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.07	0.1	0.07	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.00	0.00
Female	2.19	0.00
Male	5.53	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	15.63	0.00
Filipino	2.90	0.00
Hispanic or Latino	4.55	0.00
Native Hawaiian or Pacific Islander	9.09	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	4.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	4.56	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	8.54	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

Lorin A. Eden Elementary School prioritizes student safety and maintains an active School Safety Committee comprised of administrators, teachers, maintenance staff, campus supervisors, and other personnel. This committee collaborates to develop and revise the comprehensive School Site Safety Plan, addressing both ongoing safety concerns and emergency preparedness. All revisions to the School Site Safety Plan are communicated to both certificated and classified staff. The plan addresses a range of scenarios, from minor injuries and power outages to major disasters, encompassing search and rescue procedures, student supervision protocols, first aid protocols, and student release procedures.

Recognizing that a safe and healthy environment is essential for effective learning, Lorin A. Eden provides consistent student supervision throughout the school day by teachers, administrators, and campus supervisors. Designated student drop-off and pick-up zones are in place, and all visitors are required to check in at the front office and wear a visitor badge.

Regular fire, disaster, and lockdown drills are conducted throughout the school year to familiarize staff and students with emergency procedures. The school utilizes Share911, an online emergency communication platform, to disseminate critical information to staff. Furthermore, established protocols are in place for lockdowns and responses to potential intruders. The Safety Plan was reviewed by School Site Council and the Site Safety Committee on October 27, 2025.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	2	0	0
1	22	0	2	0
2	23	0	2	0
3	35	0	1	1
4	25	0	2	0
5	30	0	1	0
6	11	2	1	0
Other	14	4	1	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	2	0	0
1	20	2	0	0
2	23	0	2	0
3	24	0	2	0
4	30	0	1	0
5	30	0	1	0
6	31	0	1	0
Other	21	3	2	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23		2	
1	22		2	
2	23		2	
3	23		2	
4	29		1	
5	29		1	
6	29		1	
Other	20	3	2	

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	365

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	3.9

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	33110.12	23005.37	10104.75	83773.53
District	N/A	N/A	11202	\$119,254
Percent Difference - School Site and District	N/A	N/A	-10.3	-35.0
State	N/A	N/A	\$11,146	\$103,743
Percent Difference - School Site and State	N/A	N/A	-9.8	-21.3

Fiscal Year 2024-25 Types of Services Funded

The school funds and offers numerous programs and services for students and families:

In 2024-2025, services funded included:

Social-emotional learning programs for students

Social-emotional counseling services

Academic Intervention to support literacy

Programs to develop student leadership

After school enrichment programs

Cultural Activities and Assemblies - school sponsors activities and lessons that reflect the diversity of our community

Culturally Responsive Curriculum Materials - books and other materials that represent our student population

In addition, Lorin Eden benefits from community and district partnerships.

Crisis Support Services provide additional counseling interns for up to 20 hours of direct counseling per week for referred students.

Fiscal Year 2024-25 Types of Services Funded

YEP - Before and after school engagement and enrichment program is available on campus

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/csl/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$82,468	\$62,783
Mid-Range Teacher Salary	\$115,190	\$97,783
Highest Teacher Salary	\$137,376	\$128,020
Average Principal Salary (Elementary)	\$170,657	\$160,224
Average Principal Salary (Middle)	\$186,320	\$166,992
Average Principal Salary (High)	\$203,092	\$180,971
Superintendent Salary	\$320,943	\$313,465
Percent of Budget for Teacher Salaries	32.98%	30.05%
Percent of Budget for Administrative Salaries	6.05%	5%

Professional Development

Lorin A. Eden Elementary School prioritizes literacy, equity and anti-bias/anti-racist (AB/AR) work in its professional development. The school uses written expression and literacy to spark student curiosity, connect learning to experiences, and explore equity. These focus areas were chosen in coordination with district efforts and SBDM with staff input, based on student data. Opportunities have included best practices for literacy programs including support from Lexia, social-emotional learning, and culturally responsive teaching.

Professional development is delivered through workshops, staff meetings, and PD days. Grade-level collaboration time supports teachers in integrating AB/AR principles into daily curriculum and school culture.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3