



LORIN EDEN

ELEMENTARY SCHOOL

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Lorin A. Eden Elementary	01611926001051	April 15th, 2026	June 10, 2026

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

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

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

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

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

Schoolwide Program

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

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Plan Description

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

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

Schoolwide Program

Lorin Eden developed this plan in conjunction with HUSD's LCAP and Strategic Plans, which both center around the following 4 goals:

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

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

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

Educational Partner Involvement

How, when, and with whom did Lorin A. Eden Elementary consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

In order to include all Educational Partners in the process of developing the goals in our SPSA plan, input was gathered from teachers, parents, and other staff members at various committees and school events including English Learner Advisory Committee, School Site Council, Site Based Decision Making, Coffee with the Principal, and staff meetings. The current SPSA was presented and discussed in each group with an opportunity to provide feedback, comments, and suggestions to make any updates for the upcoming year.

Resource Inequities

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

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

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

Chronic Absenteeism (Red), English Learner Progress (Red), Science (Orange)

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

Suspension - African American
Math - Hispanic, Students with Disabilities

Other Needs

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

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.55%	0.26%	0.27%	2	1	1
African American	9.32%	8.29%	8.92%	34	32	33
Asian	17.53%	18.39%	19.73%	64	71	73
Filipino	16.16%	17.10%	15.95%	59	66	59
Hispanic/Latino	43.84%	44.56%	42.70%	160	172	158
Pacific Islander	2.74%	2.59%	2.43%	10	10	9
White	3.84%	2.85%	3.51%	14	11	13
Multiple/No Response	5.21%	5.18%	5.95%	19	20	22
Total Enrollment				365	386	370

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		20	20
Kindergarten	42	47	46
Grade 1	43	52	48
Grade 2	52	49	50
Grade 3	55	53	45
Grade 4	53	55	49
Grade 5	59	55	58
Grade 6	61	55	54
Total Enrollment	365	386	370

Conclusions based on this data:

1. Our enrollment rates and percentage of enrollment by ethnicity are fairly stable over the past three years.
2. Lorin Eden's total enrollment continues to increase each year with a jump in over 20 students for the 24-25 school year.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	111	116	108	33.1%	30.4%	29.2%
Fluent English Proficient (FEP)	47	44	43	9.6%	12.9%	11.6%
Reclassified Fluent English Proficient (RFEP)				5.9%		

Conclusions based on this data:

1. Lorin Eden's English Learner (EL) population makes up approximately 30% of the overall school's population and has remained consistent over the past three years.
2. There was a slight decrease in the percentage of Fluent English Proficient (FEP) students last year.
3. Seven Lorin Eden students reclassified in the 2025-2026 school year. However, this is not yet reflected at the state level.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	51	56	52	43	53	51	43	53	51	84.3	94.6	98.1
Grade 4	55	53	55	51	51	54	51	51	54	92.7	96.2	98.2
Grade 5	64	58	54	55	58	53	55	58	53	85.9	100	98.1
Grade 6	44	61	54	43	59	53	43	58	53	97.7	96.7	98.1
All Grades	214	228	215	192	221	211	192	220	211	89.7	96.9	98.1

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2399.	2365.	2404.	11.63	11.32	25.49	30.23	15.09	25.49	23.26	22.64	11.76	34.88	50.94	37.25
Grade 4	2462.	2397.	2402.	17.65	7.84	14.81	31.37	17.65	12.96	21.57	15.69	18.52	29.41	58.82	53.70
Grade 5	2455.	2488.	2454.	14.55	12.07	7.55	14.55	36.21	26.42	21.82	27.59	30.19	49.09	24.14	35.85
Grade 6	2473.	2494.	2518.	4.65	18.97	18.87	20.93	17.24	26.42	30.23	29.31	32.08	44.19	34.48	22.64
All Grades	N/A	N/A	N/A	12.50	12.73	16.59	23.96	21.82	22.75	23.96	24.09	23.22	39.58	41.36	37.44

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	13.95	7.55	17.65	65.12	50.94	58.82	20.93	41.51	23.53
Grade 4	21.57	5.88	9.26	60.78	56.86	53.70	17.65	37.25	37.04
Grade 5	12.73	13.79	5.66	49.09	68.97	58.49	38.18	17.24	35.85
Grade 6	9.30	17.54	16.98	53.49	47.37	62.26	37.21	35.09	20.75
All Grades	14.58	11.42	12.32	56.77	56.16	58.29	28.65	32.42	29.38

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	6.98	3.77	19.61	58.14	43.40	49.02	34.88	52.83	31.37
Grade 4	15.69	5.88	9.43	52.94	43.14	45.28	31.37	50.98	45.28
Grade 5	16.36	12.07	9.43	34.55	65.52	56.60	49.09	22.41	33.96
Grade 6	2.33	17.86	11.32	51.16	39.29	58.49	46.51	42.86	30.19
All Grades	10.94	10.09	12.38	48.44	48.17	52.38	40.63	41.74	35.24

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2.33	9.43	7.84	76.74	69.81	72.55	20.93	20.75	19.61
Grade 4	7.84	5.88	3.70	72.55	64.71	72.22	19.61	29.41	24.07
Grade 5	16.36	10.34	5.66	61.82	75.86	69.81	21.82	13.79	24.53
Grade 6	13.95	5.26	13.21	67.44	77.19	73.58	18.60	17.54	13.21
All Grades	10.42	7.76	7.58	69.27	72.15	72.04	20.31	20.09	20.38

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	13.95	11.32	13.73	72.09	56.60	66.67	13.95	32.08	19.61
Grade 4	13.73	7.84	3.70	72.55	66.67	61.11	13.73	25.49	35.19
Grade 5	7.27	12.07	3.77	63.64	68.97	79.25	29.09	18.97	16.98
Grade 6	16.28	14.04	15.09	62.79	61.40	66.04	20.93	24.56	18.87
All Grades	12.50	11.42	9.00	67.71	63.47	68.25	19.79	25.11	22.75

Conclusions based on this data:

- Lorin Eden's overall participation in testing continues to increase each year with the highest percentage rate of 98.1% for the 24-25 school year.
- Area of Achievement - Students made the largest growth in the writing subsection with an increase of 6.6% of students within the "Above Standard" and "At or Near Standard" combined.

3. Area of Improvement - Listening is an area needing improvement as there has been little to no growth made over the past three years.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	51	56	52	42	53	50	42	53	50	82.4	94.6	96.2
Grade 4	55	53	56	52	52	55	52	52	55	94.5	98.1	98.2
Grade 5	64	58	54	55	58	54	55	58	54	85.9	100	100
Grade 6	44	61	54	43	59	54	43	59	54	97.7	96.7	100
All Grades	214	228	216	192	222	213	192	222	213	89.7	97.4	98.6

* 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2410.	2385.	2399.	9.52	5.66	16.00	26.19	22.64	28.00	28.57	28.30	16.00	35.71	43.40	40.00
Grade 4	2469.	2400.	2407.	17.31	9.62	9.09	21.15	7.69	18.18	28.85	30.77	16.36	32.69	51.92	56.36
Grade 5	2442.	2473.	2433.	9.09	15.52	9.26	7.27	12.07	7.41	27.27	29.31	16.67	56.36	43.10	66.67
Grade 6	2443.	2465.	2523.	4.65	11.86	22.22	11.63	8.47	22.22	16.28	30.51	27.78	67.44	49.15	27.78
Grade 11															
All Grades	N/A	N/A	N/A	10.42	10.81	14.08	16.15	12.61	18.78	25.52	29.73	19.25	47.92	46.85	47.89

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	9.52	15.09	24.00	59.52	39.62	40.00	30.95	45.28	36.00
Grade 4	19.23	7.69	9.09	48.08	32.69	30.91	32.69	59.62	60.00
Grade 5	7.27	12.07	11.11	29.09	39.66	27.78	63.64	48.28	61.11
Grade 6	4.65	15.52	20.37	30.23	36.21	46.30	65.12	48.28	33.33
Grade 11									
All Grades	10.42	12.67	15.96	41.15	37.10	36.15	48.44	50.23	47.89

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	11.90	5.66	8.00	59.52	49.06	48.00	28.57	45.28	44.00
Grade 4	15.38	7.69	9.09	53.85	42.31	34.55	30.77	50.00	56.36
Grade 5	9.09	18.97	5.56	38.18	46.55	42.59	52.73	34.48	51.85
Grade 6	6.98	8.47	18.52	37.21	42.37	55.56	55.81	49.15	25.93
All Grades	10.94	10.36	10.33	46.88	45.05	45.07	42.19	44.59	44.60

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	9.52	7.55	24.00	66.67	58.49	44.00	23.81	33.96	32.00
Grade 4	17.31	7.69	9.09	61.54	44.23	45.45	21.15	48.08	45.45
Grade 5	3.64	12.07	7.41	56.36	63.79	46.30	40.00	24.14	46.30
Grade 6	4.65	11.86	16.67	44.19	50.85	57.41	51.16	37.29	25.93
All Grades	8.85	9.91	14.08	57.29	54.50	48.36	33.85	35.59	37.56

Conclusions based on this data:

1. Overall Achievement - There was an increase of 9.44% of students who Met/Exceeded standard.
2. Area of Achievement - An increase of 4.17% was seen in students performing "Above Standard" in the area of Communicating Reasoning.
3. Area of Improvement - Problem Solving & Modeling/Data Analysis is an area needing improvement as there has been little to no growth made over the past three years.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	1400.7	1411.2	1408.4	1407.0	1422.8	1420.3	1385.9	1384.0	1380.6	14	13	19
1	1421.8	1432.1	1394.1	1418.3	1449.1	1394.2	1424.7	1414.7	1393.6	18	16	18
2	1438.6	1457.3	1453.5	1459.6	1475.8	1464.0	1417.1	1438.1	1442.4	24	20	15
3	1482.0	1479.3	1470.7	1500.4	1500.8	1482.4	1463.2	1457.3	1458.4	19	21	16
4	1487.1	1483.2	1489.7	1499.4	1489.7	1493.1	1474.2	1476.1	1485.9	15	18	18
5	1524.0	1509.8	1483.9	1533.3	1507.9	1504.7	1514.5	1511.3	1462.6	14	12	18
6	1505.5	1537.3	*	1508.3	1544.1	*	1502.0	1529.9	*	13	15	9
All Grades										117	115	113

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	0.00	0.00	0.00	21.43	46.15	47.37	57.14	38.46	36.84	21.43	15.38	15.79	14	13	19
1	5.56	6.25	0.00	22.22	25.00	11.11	27.78	43.75	27.78	44.44	25.00	61.11	18	16	18
2	8.33	10.00	0.00	25.00	40.00	33.33	37.50	10.00	46.67	29.17	40.00	20.00	24	20	15
3	5.26	9.52	6.25	52.63	38.10	37.50	15.79	38.10	25.00	26.32	14.29	31.25	19	21	16
4	26.67	0.00	16.67	26.67	50.00	22.22	33.33	16.67	44.44	13.33	33.33	16.67	15	18	18
5	7.14	25.00	16.67	64.29	33.33	27.78	21.43	25.00	16.67	7.14	16.67	38.89	14	12	18
6	15.38	40.00	*	53.85	26.67	*	23.08	13.33	*	7.69	20.00	*	13	15	*
All Grades	9.40	12.17	7.08	36.75	37.39	30.09	30.77	26.09	32.74	23.08	24.35	30.09	117	115	113

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	7.14	7.69	10.53	14.29	46.15	47.37	57.14	30.77	21.05	21.43	15.38	21.05	14	13	19
1	5.56	18.75	0.00	22.22	31.25	11.11	38.89	25.00	33.33	33.33	25.00	55.56	18	16	18
2	16.67	30.00	13.33	41.67	20.00	46.67	16.67	35.00	33.33	25.00	15.00	6.67	24	20	15
3	57.89	47.62	31.25	10.53	33.33	37.50	15.79	0.00	18.75	15.79	19.05	12.50	19	21	16
4	40.00	27.78	27.78	40.00	38.89	55.56	6.67	16.67	0.00	13.33	16.67	16.67	15	18	18
5	42.86	50.00	33.33	50.00	33.33	16.67	7.14	0.00	33.33	0.00	16.67	16.67	14	12	18
6	38.46	60.00	*	46.15	13.33	*	7.69	20.00	*	7.69	6.67	*	13	15	*
All Grades	29.06	34.78	20.35	31.62	30.43	35.40	21.37	18.26	21.24	17.95	16.52	23.01	117	115	113

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K		0.00	0.00		30.77	10.53		46.15	73.68		23.08	15.79		13	19
1		6.25	0.00		12.50	5.56		18.75	27.78		62.50	66.67		16	18
2		5.00	0.00		35.00	40.00		15.00	13.33		45.00	46.67		20	15
3		0.00	0.00		4.76	18.75		42.86	37.50		52.38	43.75		21	16
4		0.00	5.56		11.11	22.22		50.00	16.67		38.89	55.56		18	18
5		0.00	0.00		33.33	5.56		41.67	44.44		25.00	50.00		12	18
6	7.69	6.67	*	15.38	26.67	*	46.15	40.00	*	30.77	26.67	*	13	15	*
All Grades	2.56	2.61	0.88	17.09	20.87	15.93	43.59	35.65	36.28	36.75	40.87	46.90	117	115	113

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	7.14	7.69	5.26	42.86	69.23	63.16	50.00	23.08	31.58	14	13	19
1	11.11	43.75	11.11	44.44	43.75	38.89	44.44	12.50	50.00	18	16	18
2	12.50	15.00	40.00	66.67	65.00	53.33	20.83	20.00	6.67	24	20	15
3	21.05	28.57	12.50	63.16	52.38	62.50	15.79	19.05	25.00	19	21	16
4	26.67	16.67	22.22	66.67	50.00	44.44	6.67	33.33	33.33	15	18	18
5	28.57	25.00	16.67	50.00	50.00	38.89	21.43	25.00	44.44	14	12	18
6	15.38	40.00	*	61.54	33.33	*	23.08	26.67	*	13	15	*
All Grades	17.09	25.22	16.81	57.26	52.17	50.44	25.64	22.61	32.74	117	115	113

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	0.00	15.38	10.53	85.71	69.23	73.68	14.29	15.38	15.79	14	13	19
1	5.56	18.75	0.00	55.56	56.25	38.89	38.89	25.00	61.11	18	16	18
2	41.67	50.00	20.00	33.33	35.00	73.33	25.00	15.00	6.67	24	20	15
3	63.16	66.67	56.25	26.32	19.05	37.50	10.53	14.29	6.25	19	21	16
4	46.67	55.56	55.56	40.00	38.89	27.78	13.33	5.56	16.67	15	18	18
5	85.71	66.67	66.67	14.29	16.67	16.67	0.00	16.67	16.67	14	12	18
6	84.62	73.33	*	7.69	20.00	*	7.69	6.67	*	13	15	*
All Grades	45.30	50.43	37.17	37.61	35.65	40.71	17.09	13.91	22.12	117	115	113

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	0.00	0.00	0.00	78.57	76.92	68.42	21.43	23.08	31.58	14	13	19
1	11.11	6.25	0.00	27.78	31.25	27.78	61.11	62.50	72.22	18	16	18
2	4.17	5.00	6.67	50.00	50.00	40.00	45.83	45.00	53.33	24	20	15
3	0.00	0.00	12.50	36.84	52.38	37.50	63.16	47.62	50.00	19	21	16
4	0.00	0.00	5.56	53.33	50.00	44.44	46.67	50.00	50.00	15	18	18
5	0.00	0.00	0.00	64.29	58.33	50.00	35.71	41.67	50.00	14	12	18
6	15.38	6.67	*	38.46	53.33	*	46.15	40.00	*	13	15	*
All Grades	4.27	2.61	3.54	48.72	52.17	43.36	47.01	45.22	53.10	117	115	113

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	42.86	23.08	42.11	50.00	53.85	52.63	7.14	23.08	5.26	14	13	19
1	5.56	6.25	0.00	55.56	62.50	44.44	38.89	31.25	55.56	18	16	18
2	8.33	15.00	13.33	54.17	55.00	60.00	37.50	30.00	26.67	24	20	15
3	10.53	0.00	0.00	63.16	61.90	50.00	26.32	38.10	50.00	19	21	16
4	13.33	0.00	5.56	53.33	72.22	55.56	33.33	27.78	38.89	15	18	18
5	14.29	8.33	0.00	71.43	66.67	55.56	14.29	25.00	44.44	14	12	18
6	7.69	20.00	*	76.92	66.67	*	15.38	13.33	*	13	15	*
All Grades	13.68	9.57	11.50	59.83	62.61	53.10	26.50	27.83	35.40	117	115	113

Conclusions based on this data:

1. There is a slight decrease in the number of students being tested each year.

2. Overall language performance has decreased by 12.39% of students at levels 3 and 4. Overall language performance has increased by 12.37% at levels 1 and 2.
3. Areas of Improvement - The reading domain is our highest percentage of students in the beginning level at 53.10%.

School and Student Performance Data

Student Population

The 2025 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.

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
386	69.2%	30.1%	0.0%
Total Number of Students enrolled in Lorin A. Eden Elementary.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	116	30.1%
Foster Youth	0	0.0%
Homeless	0	0.0%
Socioeconomically Disadvantaged	267	69.2%
Students with Disabilities	67	17.4%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	32	8.3%
American Indian	1	0.3%
Asian	71	18.4%
Filipino	66	17.1%
Hispanic	172	44.6%
Two or More Races	20	5.2%
Pacific Islander	10	2.6%
White	11	2.8%

Conclusions based on this data:

1. Lorin Eden's most significant ethnic subgroups are Hispanic, Asian, and Filipino.

2. Lorin Eden's most significant student groups are Socioeconomically Disadvantaged, English Learners, and Students with Disabilities.
3. Our students receiving Special Education Services remains steady at 17% for the past two years.

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.”



2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Lorin Eden is rated in the yellow performance category for English Language Arts, Mathematics, and Suspension Rate.
2. Lorin Eden is rated in the red performance category for Chronic Absenteeism and English Learner Progress.

3. Our student groups with the highest level (red) of chronic absenteeism is English Learners, Hispanic, and Students with Disabilities. As seen on the CA Dashboard.

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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>39.2 points below standard</p> <p>Increased 8.4 points</p> <p>205 Students</p>	<p>English Learners</p> <p>Orange</p> <p>74.3 points below standard</p> <p>Increased 6.8 points</p> <p>77 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>54.7 points below standard</p> <p>Increased 9.2 points</p> <p>149 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>145.6 points below standard</p> <p>Increased 8 points</p> <p>42 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>27.4 points below standard</p> <p>Increased 43.6 points</p> <p>17 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>Yellow</p> <p>18.5 points below standard</p> <p>Increased 37.4 points</p> <p>35 Students</p>	<p>Filipino</p>  <p>Yellow</p> <p>9.9 points above standard</p> <p>Declined 12.2 points</p> <p>36 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>75.4 points below standard</p> <p>Increased 6.1 points</p> <p>93 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>19.5 points above standard</p> <p>Maintained 1.8 points</p> <p>11 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>

Conclusions based on this data:

1. Increased - Overall, all student groups showed an increase of 8.4 points. Specifically, our African American and Asian populations.
2. Maintained - Two or More Races maintained at 1.8 points.
3. Declined - Filipino students declined by 12.2 points.

School and Student Performance Data

Academic Performance Mathematics

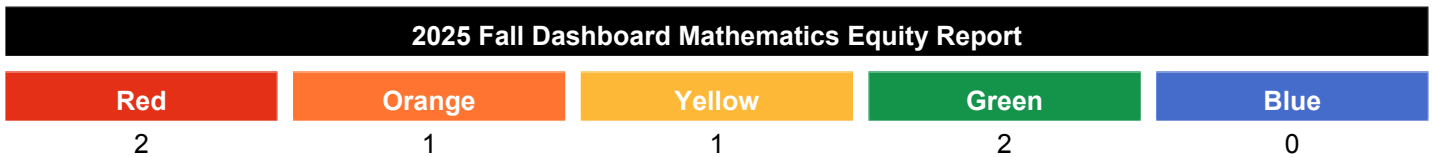
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>60.5 points below standard</p> <p>Increased 9.3 points</p> <p>207 Students</p>	<p>English Learners</p> <p>Orange</p> <p>86 points below standard</p> <p>Maintained 2.2 points</p> <p>80 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>77.9 points below standard</p> <p>Increased 5.1 points</p> <p>151 Students</p>

<p>Students with Disabilities</p>  <p>Red</p> <p>175 points below standard</p> <p>Declined 10 points</p> <p>44 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>94.4 points below standard</p> <p>Increased 30.5 points</p> <p>17 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>Green</p> <p>22.1 points below standard</p> <p>Increased 10.1 points</p> <p>36 Students</p>	<p>Filipino</p>  <p>Green</p> <p>0.8 points below standard</p> <p>Increased 9.9 points</p> <p>36 Students</p>	<p>Hispanic</p>  <p>Red</p> <p>105.5 points below standard</p> <p>Maintained -1.4 points</p> <p>94 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>11.4 points above standard</p> <p>Increased 39.3 points</p> <p>11 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>

Conclusions based on this data:

1. Increased - Overall, all students increased by 9.3 points. Specifically our African American and Two or More Races populations.
2. Maintained - English Learners and Hispanic students maintained their points.
3. Declined - Students with Disabilities declined by 10 points.

School and Student Performance Data

Academic Performance Science

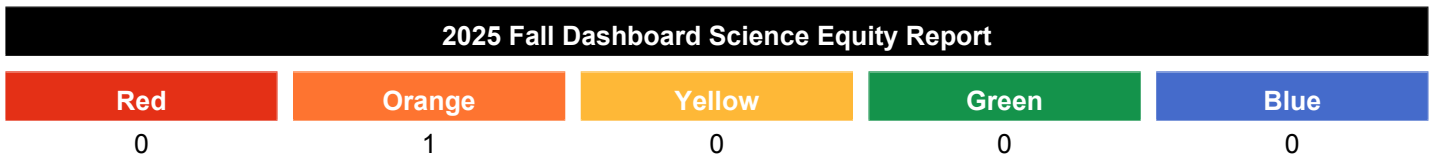
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>40.4 science points</p> <p>Declined 8.7 points</p> <p>52 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>33.2 science points</p> <p>Declined 10.4 points</p> <p>21 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>37.2 science points</p> <p>Declined 9.1 points</p> <p>37 Students</p>

<p>Students with Disabilities</p> <p> No Performance Color</p> <p>23.2 science points</p> <p>12 Students</p>	<p>African American</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>	<p>American Indian</p> <p> No Performance Color</p> <p>0 Students</p>
<p>Asian</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p>	<p>Filipino</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>10 Students</p>	<p>Hispanic</p> <p> No Performance Color</p> <p>41.5 science points</p> <p>Maintained 0.1 points</p> <p>24 Students</p>
<p>Two or More Races</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p>Pacific Islander</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>White</p> <p> No Performance Color</p> <p>0 Students</p>

Conclusions based on this data:

1. Increased - No students showed increase in points.
2. Maintained - Hispanic students maintained their points.
3. Declined - All students declined by 8.7 points.

School and Student Performance Data



Academic Performance English Learner Progress

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress  Red 31.8 making progress. Number Students: 88 Students	Long-Term English Learner Progress  No Performance Color making progress. Number Students: 2 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.

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level 25%	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H 43.2%	Maintained ELPI Level 4 0%	Progressed At Least One ELPI Level 31.8%

Conclusions based on this data:

1. Overall Achievement - 31.8% of our English Learners are making progress.
2. Area of Achievement - 31.8% of English Learners progressed at least one ELPI level
3. Area of Growth - 25% of our English Learners decreased one ELPI level.

School and Student Performance Data

Academic Performance College/Career Report

The 2025 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.

Very Low
Lowest Performance
Low
Medium
High
Very High
Highest Performance

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.

2025 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 2025 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 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.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<p>All Students</p> <p>Red</p> <p>22.1% Chronically Absent</p> <p>Maintained 0.3</p> <p>393 Students</p>	<p>English Learners</p> <p>Red</p> <p>24% Chronically Absent</p> <p>Increased 3.7</p> <p>125 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>24.9% Chronically Absent</p> <p>Declined 0.6</p> <p>281 Students</p>

<p>Students with Disabilities</p>  <p>Red</p> <p>32.5% Chronically Absent</p> <p>Increased 3.2</p> <p>80 Students</p>	<p>African American</p>  <p>Yellow</p> <p>12.5% Chronically Absent</p> <p>Declined 22.8</p> <p>32 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>
<p>Asian</p>  <p>Orange</p> <p>11.1% Chronically Absent</p> <p>Increased 2.5</p> <p>72 Students</p>	<p>Filipino</p>  <p>Orange</p> <p>16.4% Chronically Absent</p> <p>Increased 4.8</p> <p>67 Students</p>	<p>Hispanic</p>  <p>Red</p> <p>30.5% Chronically Absent</p> <p>Increased 3</p> <p>174 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>16.7% Chronically Absent</p> <p>Declined 1.5</p> <p>24 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>10 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>30.8% Chronically Absent</p> <p>Increased 2.2</p> <p>13 Students</p>

Conclusions based on this data:

1. Overall achievement - Chronic absenteeism maintained at 22.1%.
2. Area of achievement - The following subgroups showed a decline in chronic absenteeism: Socioeconomically Disadvantaged, African American, Two or More Races.
3. Area of growth - The following subgroups showed an increase in chronic absenteeism: English Learners, Students with Disabilities, Asian, Filipino, Hispanic, and White.

School and Student Performance Data

Academic Engagement Graduation Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red Orange Yellow Green Blue
Lowest Performance Highest Performance

This section provides number of student groups in each level.



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

2025 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

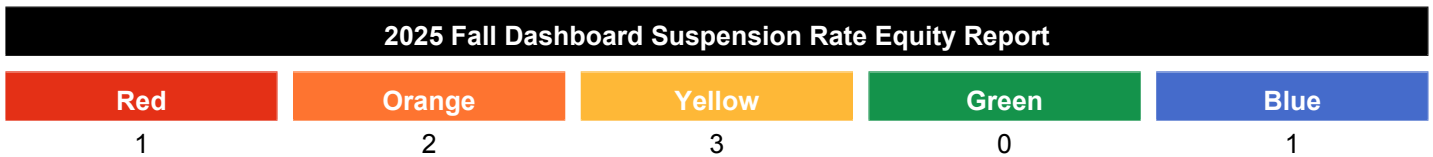
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>2.8% suspended at least one day</p> <p>Maintained -0.1%</p> <p>400 Students</p>	<p>English Learners</p> <p>Yellow</p> <p>2.4% suspended at least one day</p> <p>Maintained 0.1%</p> <p>125 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Homeless</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>3.2% suspended at least one day</p> <p>Declined 0.8%</p> <p>285 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>4.9% suspended at least one day</p> <p>Increased 0.9%</p> <p>82 Students</p>	<p>African American</p>  <p>Red</p> <p>9.4% suspended at least one day</p> <p>Increased 6.4%</p> <p>32 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>
<p>Asian</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Declined 2.8%</p> <p>73 Students</p>	<p>Filipino</p>  <p>Orange</p> <p>2.9% suspended at least one day</p> <p>Increased 1.3%</p> <p>69 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>2.8% suspended at least one day</p> <p>Maintained -0.2%</p> <p>176 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Declined 4.3%</p> <p>24 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>9.1% suspended at least one day</p> <p>11 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Declined 6.7%</p> <p>14 Students</p>

Conclusions based on this data:

1. Overall Achievement - Lorin Eden's suspension rate maintained in the yellow indicator at 2.8% for all students.
2. Area of Achievement -The following subgroups showed a decrease in suspension rate: Socioeconomically Disadvantaged, Asian, Two or More Races, White
3. Area of Growth: The following subgroups showed an increase in suspension rate: Students with Disabilities, African American, Filipino.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Deeper Learning -- Language and Literacy

Deeper Learning -- Language and Literacy: All students will receive literacy instruction that is tailored to their needs, through an equity lens, as measured on State (CAASPP ELA) and local assessments. All students will demonstrate growth on local assessment measures. Grades 3-6 will increase performance on CAASPP ELA Reading by 5% in the categories of "at or near standard" and "exceeded standard."

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

Currently our students are performing -39.2 points below standard. Our target growth for this school year is an increase of 10 points which would be an increase to -29.2 points below standard. Our students are currently in the yellow indicator for Language Arts.

For the 24/25 school year, all students showed an increase of 8.4 points. The student subgroup performance is shown below:

- Increase Performance: All students [8.4 points], English Learners [6.8 points], Hispanic [6.1], Students with Disabilities [8], Asian [37.4], Socioeconomically Disadvantaged [9.2], African American [43.6]
- Maintained Performance: Two or more races [1.8]
- Decreased Performance: Filipino [12.2]

This data underscores the importance of continuing to provide comprehensive ELA support for all students with particular attention to Filipino students and students of two or more races.

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 English Language Arts, 3rd-6th grades	2024-2025 CAASPP ELA data reports our students are performing -39.2 points below standard.	2026-2027 ELA data expected outcome will be an overall increase of 10 points which would be an increase to -29.2 points from standard.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Lorin Eden will provide staff release time for planning, analyzing assessment data, establishing next steps for students, including intervention/acceleration for students who would benefit from it. A focus will be on equity for all students, with particular attention to be given to English Learners and students referred through COST. In addition, release time will be provided for collaborative observations of current evidence-based practices.	All students	5000 Title I Certificated Hourly Release time or additional hourly for assessments, data analysis, observation
1.2	Lorin Eden will use an online platform as a supplemental resource to provide access to instruction at each student's individual reading level.	All primary students with the addition of Identified students needing additional reading support in the intermediate grades.	8500 Title I 5000-5999: Services And Other Operating Expenditures Intervention programming
1.3	Lorin Eden provides staggered reading to support individualization of instruction. Supervision and support for additional extended opportunities for reading practice will be provided.	Students Grades 1-3	5000 Title I 2000-2999: Classified Personnel Salaries Noon Supervisor Extra Hours
1.4	Lorin Eden will maintain a strong focus on explicit instruction of foundational reading skills across all PK-6th grade classrooms. Instruction will be grounded in high-quality, engaging practices that promote Deeper Learning. All students will undergo universal screening to guide instructional planning and intervention.	All students with a targeted focus on Filipino students and students of two or more races.	3299 LCFF Supplemental and Concentration Funds 4000-4999: Books And Supplies Supplemental Instructional Materials 1800 LCFF Supplemental and Concentration Funds 5000-5999: Services And Other Operating Expenditures Technology materials
1.5	Lorin Eden will provide after-school intervention opportunities to increase ELA engagement and performance	All students	2500 Title I Certificated Hourly After-school intervention

Annual Review

SPSA Year Reviewed: 2025-26

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.

Lorin Eden prioritized literacy instruction and support in grades 1-3, recognizing these years as foundational for students' reading development. Through staggered reading, Lexia Core5 programming, and staff collaboration time teachers designed instruction aligned to priority ELA standards. Teachers delivered high-quality Tier I instruction and engaged in consistent progress monitoring to support student growth.

Students identified for Tier II supports were additionally monitored by the Coordination of Services Team (COST). This included SST meetings to further engage families in supporting students with an understanding of the scope and intensity of academic actions and interventions needed and provided, additional support for social/emotional needs, and after-school opportunities for engagement and enrichment such as YEP and drama club.

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

For the 2025-2026 school year, funds were spent as intended.

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.

As a result of continued budget and staff reductions and resources, the need for materials and supplies as well as online platform intervention support has increased significantly from the 25/26 to the 26/27 school year. In addition, certificated extra hours have also been included to begin interventions to support our ELA goals.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Deeper Learning -- Mathematics

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

Currently our students are performing -60.5 points below standard. Our target growth for this school year is an increase of 10 points which would be an increase to -50.5 points below standard. Our students are currently in the yellow indicator for Language Arts.

For the 24/25 school year, all students showed an increase of 9.3 points. The student subgroup performance is shown below:

- Increase Performance: All students [9.3 points], Asian [10.1], Socioeconomically Disadvantaged [5.1], African American [30.5], Two or more races [39.3], Filipino [9.9]
- Maintained Performance: English Learners [2.2], Hispanic [-1.4],
- Decreased Performance: Students with Disabilities [-10],

This data underscores the importance of continuing to provide comprehensive Math support for all students with particular attention to students with disabilities, English Learners, and Hispanic 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
CAASPP Math Concepts and Procedures, 3rd - 6th Grade	2024-2025 CAASPP Math data reports our students are performing -60.5 points below standard.	2026-2027 Math data expected outcome will be an overall increase of 10 points which would be an increase to -50.5 points from standard.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Lorin Eden will provide teachers and intervention staff release time for planning and to analyze assessment data, establish next steps for students, including intervention/acceleration for students who would benefit from it, with a focus on equity for all students. Particular attention and prioritization will be given to English Learners and African American students. In addition, release time will be provided for collaborative observations of current evidence-based practices.	All students	5000 LCFF Supplemental and Concentration Funds Certificated Hourly Substitute coverage for release time
2.2	Lorin Eden will maintain a strong focus on explicit instruction of foundational math skills across all PK-6th grade classrooms. Instruction will be grounded in high-quality, engaging practices that promote Deeper Learning.	All students	5000 Title I 4000-4999: Books And Supplies Supplemental Instructional Materials
2.3	Lorin Eden will provide after-school intervention opportunities to increase Math engagement and performance.	All students	2500 Title I Certificated Hourly After-school intervention

Annual Review

SPSA Year Reviewed: 2025-26

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.

Through staff collaboration time teachers designed instruction aligned to priority Math standards. Teachers delivered high-quality Tier I instruction and engaged in consistent progress monitoring to support student growth. Students identified for Tier II supports were additionally monitored by the Coordination of Services Team (COST). This included SST meetings to further engage families in supporting students with an understanding of the scope and intensity of academic actions and interventions needed and provided, additional support for social/emotional needs, and after-school opportunities for engagement and enrichment such as YEP and engineering club.

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

For the 2025-2026 school year, funds were spent as intended. The only change was increase in funding for materials and supplies.

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.

As a result of continued budget and staff reductions and resources, the need for materials and supplies has increased significantly from the 25/26 to the 26/27 school year. In addition, certificated extra hours have also been included to begin interventions to support our Math goals.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Deeper Learning -- English Language Development

Deeper Learning -- English Language Development: English Learners will receive instruction, through an equity lens, that will increase their performance on the English Language Proficiency Assessment for California (ELPAC), as measured by the English Learner Progress Indicator (ELPI) on the California School Dashboard. The percentage of EL students making progress of at least one level on the ELPI will increase to 55%.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Our multilingual learners will thrive by having access to Deeper Learning, where they will feel safe and welcomed as they continue to master English alongside their other content areas.

Identified Need

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

31.8% of English Learners progressed at least one proficiency level, reflecting a decrease of 14.5% from the previous year. Additionally, 25% regressed by one or more levels while 43.2% maintained their level. The data highlights a continued need for increased support for English Learners.

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 Assessment - ELPAC data: Students progressing at least one level on ELPI	2024-2025 data reports 31.8% of our English Learners progressed at least one level.	2025-2026 ELPAC data expected outcome: 41.8% of English Learners will progress at least one level.
State Assessment - ELPAC data: Percent of Reclassified Fluent English Proficient [RFEP] students.	2024-2025 ELPAC data reports 7 out of 88 students were classified as RFEP which is 7.9%	2025-2026 ELPAC data expected outcome: 17.9% of English Learners will qualify to be reclassified at fluency English proficient.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Lorin Eden will provide teachers with additional training support to plan Integrated and Designated ELD to fully support students' language proficiency and access to the content.	English Learners	2307 Title I 4000-4999: Books And Supplies Professional Development
3.2	District EL Specialist to provide strategic small group instruction for at least 12 weeks of the school year using SummitK12	Long-term EL's	0 District Funded None Specified District Funded Online platform and EL Specialist

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

Students received limited intervention in the 2024-25 school year as our EL Specialist was out on leave and when they returned the time was used for ELPAC assessment.

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

There was a reduction in spending as Lexia English was not purchased based on data and input from staff.

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.

To support a continued focus on prioritizing direct instructional support, teachers will be provided Professional Development through a variety of sources to support students working towards language proficiency.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

Deeper Learning -- Visual and Performing Arts

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

Currently our student programming in the arts is provided through prep periods and arts integration through project based learning in core subjects. However, the need for VAPA classes and exposure to the arts continues to be a need via extracurricular activities.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance in extracurricular arts activities	Currently our upper elementary grades have more opportunities to participate in extracurricular activities.	Increase participation in our lower elementary grades by 20%

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Lorin Eden will offer the following VAPA programs on site : Music Class Grades 1-4, Choir and Instrumental Grades 4-6, after-school clubs such as drama and art for grades 1-6.	All Students	
4.2	Lorin Eden will host VAPA events to showcase student performance: Winter and Spring Concerts, Drama Club productions, Art show event.	All students	
4.3	Students will attend Visual and Performing Arts field trips as designated grade level.	All students	

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

This year, we were able to offer Art Club and Drama Club with community events to showcase students work.

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

No major differences with this initial plan.

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

No changes are intended to be made until Prop 28 funding returns to the site.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

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

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Relationship-Centered Schools: All of our students will feel safe and supported at school every day, and will attend and engage in classes daily, as a result of our staff's continued efforts to create a supportive and welcoming environment. The Hayward Unified School District provides district-level support for Social Emotional Learning, including professional development, communication, and staffing. In addition, it is in the process of creating a Strategic Plan for Social Emotional Learning, which will include curriculum and capacity building for school staff.

Identified Need

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

School climate and social emotional learning continues to be a need to support students with emotional regulation, responding to peer conflicts, attending school daily, and creating an inclusive environment. Based on the CA Dashboard data for suspension rates and the California Healthy Kids Survey the reports are as follows:

Overall - 2.8% of ALL students were suspended at least 1 day. This is a decrease of -0.1% from the previous year. CHKS for 2025-2026 school year indicate 56% feel connected to the school and 62% report having caring relationships with staff on campus.

Chronic Absenteeism plays into school climate as well. Based on the CA Dashboard, Lorin Eden maintained with 22.1% chronically absent.

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
CA Dashboard: Overall Suspension Rate	CA Dashboard data reports that 2.8% of all students were suspended at least 1 day.	Fall 2026 data expected outcome will be to maintain a suspension rate under 2%
State Survey: California Healthy Kids Survey [CHKS] Grade 5 - School Connectedness	2025-2026 CHKS data indicated 56% of 5th graders reported School Connectedness	2026-2027 CHKS data expected outcome will be an increase of 5% of school connectedness. This will result in 61% of 5th graders reporting school connectedness.
Attendance monitoring	94.55% attendance as of May 2025	The site will use the COST team to monitor bi-monthly attendance trends

and case manage students and families.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
5.1	Funding to support climate and culture initiatives that support all students for schoolwide SEL programming.	All Students	500 LCFF Supplemental and Concentration Funds None Specified schoolwide incentive program
5.2	The site will use the COST team to monitor bi-monthly attendance trends and case manage students and families	Identified Students	
5.3	Regular attendance meetings are scheduled with the goal of connection and support for families of chronically absent or tardy students. Our attendance clerk is responsible for coordinating meetings.	Identified Students	
5.4	Funding to support a School Psychologist Intern for 2 days per week to address identified needs and provide classroom support in SEL.	Identified Students	11503 Title I Certificated Hourly School Psychologist Intern salary
5.5	Noon Supervisor hours (2 hours/day for 180 student days) to support staggered reading supervision and student safety, arrival, dismissal, classroom support, main office support.	All students	4500 Title I 2000-2999: Classified Personnel Salaries Noon Supervisor additional hours
5.6	The school will purchase and implement PE equipment to increase student engagement, encourage physical activity, and reduce behavioral incidents. Inclusive play materials will support social-emotional development and foster a positive and safe school environment.	All students	800 LCFF Supplemental and Concentration Funds 4000-4999: Books And Supplies PE equipment

Annual Review

SPSA Year Reviewed: 2025-26

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.

Cougar Paw incentives were widely utilized throughout the school year, with data indicating an increase in participation by both staff and students. Additionally, Perfect Attendance awards were given each trimester to qualifying students.

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

Soul Shoppe programming was not implemented due to mixed staff approval. Additional money was reallocated to increase the use of our Cougar Paw program and incentives.

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 6

Title and Description of School Goal

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

Relationship-Centered Schools -- Parent Engagement

Relationship-Centered Schools -- Parent Engagement: Lorin Eden will increase the number of parents participating in school activities, including parent advocacy groups and Coffee with the Principal. We have met our goal of doubling parent participation in the 24-25 school year, and hope to grow this further in the future.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

Parent Participation continues to be an area of need as as there are few families attending events such as Coffee with the Principal and ELAC committee meetings. Our PTA is actively working to strengthen its membership and engagement by holding regular monthly meetings and completing several fundraisers in support of our school community.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent participation/logins to hosted school-related meetings (ELAC, SSC, Science and Math nights)	In 2025-2026, parent participation in scheduled meetings via zoom or in person, still hovers around 2-6 parents per meeting.	An increase in attendance at school-related meetings with the goal of at least doubling parent participation in 2025-26.
Local Data: Number of in-person family events offered	2025-2026 calendars report that there were 10 in-person school-wide events for families.	2026-2027 calendar dates expected to increase the number of school-wide events for families to 12.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
6.1	Lorin Eden will provide additional options and opportunities for parents to participate in school activities by offering more flexible timing, translation for parents, and more emphasis on parent-requested topics of discussion.	All Students	
6.2	Develop an event calendar for the year recognizing cultural and identity groups and including 2 evening family events in 2026-2027 school year.	All Students	

6.3	Staff will conduct outreach and develop relationships with African American families and host at least two events specifically aimed at supporting our African American population.	Focus student group: African American students	750 Title I None Specified Expenditure of these funds will be determined by the AASAI group at Lorin Eden to benefit African American student achievement.
6.4			

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

This year Lorin Eden held school-wide activities that were available to families throughout the school year. The events included: Back to School Night, Open House, Winter Band Concert, Spring Concert, Million Father March Celebration, Halloween Parade, Ruby Bridges Walk to School Day, and the Lorin Eden Museum of Modern Art (LEMOMA) Show.

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

No major differences were implemented

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.

An additional 2 school wide events will be added to the calendar for the upcoming school year. In addition, further strategies to encourage parent attendance at committee meetings will be implemented such as offering virtual options and varied times of the day.

Goals, Strategies, & Proposed Expenditures

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

Goal 7

Title and Description of School Goal

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

Relationship-Centered Schools -- Attendance and Chronic Absenteeism

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

CA Dashboard data indicates that all students fall in the area of Red for Chronic Absenteeism with 22.1% chronically absent. This number maintained with an increase of 0.3% over the prior year.

The student subgroups show percentage of chronically absent:

- Increased: English Learners [24%] , Hispanic [30.5%], Students with Disabilities [32.5%], Asian [11.1%], Filipino [16.4%], White [30.8%]
- Maintained: All students [0.3%]
- Declined: Socioeconomically Disadvantaged [24.9%], African American [12.5%], Two or More Races [16.7%]

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Statewide Dashboard Data on Chronic Absenteeism	CA Dashboard data reports that 22.1% of all students were chronically absent in the 2024-2025 school year.	CA 2026 Dashboard data expected outcome will be an overall decrease of 5%. This will decrease chronic absenteeism to 17.1%

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
7.1	Promoting Attendance Awareness - Principal will deliver at least one annual presentation on the importance of regular attendance during parent meetings.	All students	
7.2	Attendance Clerk and Principal to coordinate monthly attendance review meetings and work with CWA to reduce families' barriers to attendance, including early intervention and referrals for COST services.	Students on path toward chronic absenteeism	

7.3	Recognition and Incentives - Lorin Eden will acknowledge and reward students with strong attendance through a variety of incentive programs. This will include monthly and trimester- based recognitions.	All students	
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Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

This school year, we held more in-person meetings to build connections and to better recommend supports and resources to families which proved effective. Students were rewarded for perfect attendance each trimester which helped to encourage student accountability.

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

For the 2025-2026 school year, funds were spent as intended.

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

The Attendance Clerk position will not required site funding for the 2026-2027 school year. There will be a shift in funding to support the strategies listed above.

Goals, Strategies, & Proposed Expenditures

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

Goal 8

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

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
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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
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Annual Review

SPSA Year Reviewed: 2025-26

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.

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 9

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

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
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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
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Annual Review

SPSA Year Reviewed: 2025-26

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.

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 10

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

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
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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
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Annual Review

SPSA Year Reviewed: 2025-26

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.

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

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

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$58,959.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$47,560.00

Subtotal of additional federal funds included for this school: \$47,560.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
District Funded	\$0.00
LCFF Supplemental and Concentration Funds	\$11,399.00

Subtotal of state or local funds included for this school: \$11,399.00

Total of federal, state, and/or local funds for this school: \$58,959.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF Supplemental and Concentration Funds	11,399	0.00
Title I Part A: Basic Grants Low-Income and Neglected	47,560	47,560.00

Expenditures by Funding Source

Funding Source	Amount
District Funded	0.00
LCFF Supplemental and Concentration Funds	11,399.00
Title I	47,560.00

Expenditures by Budget Reference

Budget Reference	Amount
2000-2999: Classified Personnel Salaries	9,500.00
4000-4999: Books And Supplies	11,406.00
5000-5999: Services And Other Operating Expenditures	10,300.00
Certificated Hourly	26,503.00
None Specified	1,250.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
None Specified	District Funded	0.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration Funds	4,099.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration Funds	1,800.00
Certificated Hourly	LCFF Supplemental and Concentration Funds	5,000.00
None Specified	LCFF Supplemental and Concentration Funds	500.00

2000-2999: Classified Personnel Salaries	Title I	9,500.00
4000-4999: Books And Supplies	Title I	7,307.00
5000-5999: Services And Other Operating Expenditures	Title I	8,500.00
Certificated Hourly	Title I	21,503.00
None Specified	Title I	750.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	26,099.00
Goal 2	12,500.00
Goal 3	2,307.00
Goal 5	17,303.00
Goal 6	750.00

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Melanie Tirrell	Principal
Bethanne Sally	Classroom Teacher
Leslie Parr	Classroom Teacher
Arselia Duenas	Classroom Teacher
Kathy Gehr	Other School Staff
Isaac Robinson	Parent or Community Member
Sabria Dupree	Parent or Community Member
Katie Bailey	Parent or Community Member
Sophia Jauregui	Parent or Community Member
Brian Kwan	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature




Committee or Advisory Group Name

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 4/15/2026.

Attested:

	Principal, Melanie Tirrell on 4/15/2026
	SSC Chairperson, Brian Kwan on 5/6/2026
	ELAC Representative, Karina Grave on 5/6/2026

Instructions

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) 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.

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.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
 - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. Use methods and instructional strategies that:
 - i. Strengthen the academic program in the school,
 - ii. Increase the amount and quality of learning time, and
 - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. Strategies to improve students' skills outside the academic subject areas;
 - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations (34 CFR)*, sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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