



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Eldridge Elementary School	01611926000947	5/20/2026	6/24/2026

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

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

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

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Plan Description

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

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

Schoolwide Program

Schoolwide Program

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

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

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

Resource Inequities

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

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

Not Applicable

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

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

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

In ELA: English Learners Scored in the Red category at 93.3 points below standards, Hispanic Students scored in the red category at 83.6 points below standard, Students with Disabilities scored in the Red category at 103.4 points below standard. and socioeconomically disadvantaged students scored in the Orange Category at 61.7 points below standard.
In Math: English Learners Scored in the Red category at 110.4 points below standard, Hispanic Students scored in the Orange category at 91.5 points below standard, socioeconomically disadvantaged students scored in the Orange Category at 80.2 points below standard.
In English Learner Progress: English Learners Scored in the Red category at 31.7% making progress.

Other Needs

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

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

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
African American	4.90%	5.69%	6.57%	14	16	18
Asian	8.74%	7.12%	6.93%	25	20	19
Filipino	12.24%	13.17%	13.50%	35	37	37
Hispanic/Latino	63.29%	63.70%	62.41%	181	179	171
Pacific Islander	5.24%	4.27%	4.38%	15	12	12
White	1.40%	2.49%	2.19%	4	7	6
Multiple/No Response	3.85%	3.56%	4.01%	11	10	11
Total Enrollment				286	281	274

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		15	19
Kindergarten	38	37	29
Grade 1	39	38	36
Grade 2	44	34	40
Grade3	44	37	37
Grade 4	46	43	26
Grade 5	40	48	42
Grade 6	35	29	45
Total Enrollment	286	281	274

Conclusions based on this data:

- Eldridge student population has decreased from 286 students (in 2023/2024 school year) to 274 (in 2025/2026 school year). This is an overall decrease of 12 students over two years. With almost a 2% decrease in our Asian student population.
- Eldridge Kindergarten student population has decreased from 38 students (in 2023/2024 school year) to 29 students (in 2025/2026 school year). This is a decrease of 9 students.

3. Eldridge 6th Grade student population has increased from 35 students (in 2023/2024 school year) to 45 students (in 2025/2026 school year). This is an increase of 10 students.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	96	97	87	32.9%	33.6%	31.8%
Fluent English Proficient (FEP)	36	30	30	14.0%	12.6%	10.9%
Reclassified Fluent English Proficient (RFEP)				10.0%		

Conclusions based on this data:

1. English Learner enrollment has declined by 10 students from 24/25 to 25/26 school year.
2. The number of Fluent English Proficiency students has remained the same from the 24/25 to 25/26 school year.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	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	48	43	37	44	40	36	44	40	35	91.7	93	97.3
Grade 4	42	47	42	42	44	42	42	44	42	100.0	93.6	100
Grade 5	46	37	45	46	37	44	46	37	44	100.0	100	97.8
Grade 6	34	32	29	34	32	29	34	32	29	100.0	100	100
All Grades	170	159	153	166	153	151	166	153	150	97.6	96.2	98.7

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	2404.	2347.	2376.	25.00	10.00	11.43	18.18	10.00	20.00	18.18	15.00	22.86	38.64	65.00	45.71
Grade 4	2407.	2419.	2423.	11.90	11.36	9.52	23.81	15.91	14.29	14.29	22.73	23.81	50.00	50.00	52.38
Grade 5	2431.	2450.	2454.	4.35	16.22	13.64	19.57	18.92	13.64	10.87	10.81	15.91	65.22	54.05	56.82
Grade 6	2518.	2493.	2497.	20.59	3.13	17.24	17.65	31.25	27.59	35.29	31.25	13.79	26.47	34.38	41.38
All Grades	N/A	N/A	N/A	15.06	10.46	12.67	19.88	18.30	18.00	18.67	19.61	19.33	46.39	51.63	50.00

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	13.64	12.50	5.71	59.09	32.50	62.86	27.27	55.00	31.43
Grade 4	7.14	4.55	7.14	69.05	65.91	64.29	23.81	29.55	28.57
Grade 5	6.52	5.41	6.82	63.04	67.57	54.55	30.43	27.03	38.64
Grade 6	23.53	3.13	*	32.35	53.13	*	44.12	43.75	*
All Grades	12.05	6.54	8.00	57.23	54.90	56.00	30.72	38.56	36.00

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	13.64	7.50	2.86	52.27	20.00	51.43	34.09	72.50	45.71
Grade 4	4.76	4.55	7.14	47.62	50.00	54.76	47.62	45.45	38.10
Grade 5	2.17	8.11	15.91	45.65	48.65	52.27	52.17	43.24	31.82
Grade 6	14.71	3.13	*	64.71	71.88	*	20.59	25.00	*
All Grades	8.43	5.88	10.00	51.81	46.41	53.33	39.76	47.71	36.67

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	6.82	2.50	2.86	77.27	70.00	65.71	15.91	27.50	31.43
Grade 4	7.14	4.55	7.14	61.90	72.73	78.57	30.95	22.73	14.29
Grade 5	4.35	8.11	2.27	76.09	62.16	81.82	19.57	29.73	15.91
Grade 6	11.76	15.63	*	73.53	68.75	*	14.71	15.63	*
All Grades	7.23	7.19	7.33	72.29	68.63	74.00	20.48	24.18	18.67

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	15.91	5.00	14.29	56.82	50.00	54.29	27.27	45.00	31.43
Grade 4	9.52	4.55	9.52	61.90	70.45	66.67	28.57	25.00	23.81
Grade 5	6.52	10.81	9.09	63.04	54.05	65.91	30.43	35.14	25.00
Grade 6	29.41	6.25	*	50.00	78.13	*	20.59	15.63	*
All Grades	14.46	6.54	12.67	58.43	62.75	62.00	27.11	30.72	25.33

Conclusions based on this data:

1. Overall Performance: The percent of students exceeding standards or standards met rose from 28.76% (in the 23/24 school year) to 30.67% (in the 24/25 school year).
2. Area of Achievement: The percentage of 6th grade students exceeding/meeting standard rose from 34.38% (in the 23/24 school year) to 44.83% (in the 24/25 school year), a 30% percent increase!

3. Area of Growth: The percentage of 5th grade students scoring below standard in reading rose from 27.03% (in the 23/24 school year) to 38.64% (in the 24/25 school year), a 11.61 % percent increase.

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	48	43	37	45	40	36	45	40	35	93.8	93	97.3
Grade 4	42	47	42	42	44	42	42	44	42	100.0	93.6	100
Grade 5	46	37	45	46	37	42	46	37	42	100.0	100	93.3
Grade 6	34	32	29	34	32	29	34	32	29	100.0	100	100
All Grades	170	159	153	167	153	149	167	153	148	98.2	96.2	97.4

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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	2386.	2369.	2392.	6.67	7.50	11.43	17.78	12.50	11.43	28.89	22.50	37.14	46.67	57.50	40.00
Grade 4	2409.	2410.	2412.	7.14	9.09	7.14	11.90	9.09	16.67	28.57	27.27	26.19	52.38	54.55	50.00
Grade 5	2426.	2432.	2424.	4.35	8.11	7.14	6.52	5.41	4.76	17.39	27.03	16.67	71.74	59.46	71.43
Grade 6	2512.	2476.	2481.	17.65	3.13	13.79	20.59	18.75	10.34	20.59	34.38	31.03	41.18	43.75	44.83
Grade 11															
All Grades	N/A	N/A	N/A	8.38	7.19	9.46	13.77	11.11	10.81	23.95	27.45	27.03	53.89	54.25	52.70

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	11.11	7.50	14.29	48.89	42.50	37.14	40.00	50.00	48.57
Grade 4	11.90	13.64	7.14	26.19	18.18	38.10	61.90	68.18	54.76
Grade 5	2.17	5.41	2.38	39.13	43.24	30.95	58.70	51.35	66.67
Grade 6	20.59	0.00	*	35.29	50.00	*	44.12	50.00	*
Grade 11									
All Grades	10.78	7.19	6.76	37.72	37.25	37.16	51.50	55.56	56.08

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	11.11	7.50	11.43	46.67	40.00	48.57	42.22	52.50	40.00
Grade 4	4.76	4.55	11.90	45.24	50.00	47.62	50.00	45.45	40.48
Grade 5	2.17	5.41	9.52	41.30	37.84	33.33	56.52	56.76	57.14
Grade 6	11.76	6.25	*	52.94	59.38	*	35.29	34.38	*
All Grades	7.19	5.88	10.14	46.11	46.41	45.27	46.71	47.71	44.59

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	8.89	12.50	11.43	57.78	32.50	65.71	33.33	55.00	22.86
Grade 4	16.67	9.09	7.14	42.86	43.18	47.62	40.48	47.73	45.24
Grade 5	2.17	5.41	7.14	47.83	45.95	47.62	50.00	48.65	45.24
Grade 6	14.71	3.13	*	58.82	71.88	*	26.47	25.00	*
All Grades	10.18	7.84	10.14	51.50	47.06	50.00	38.32	45.10	39.86

Conclusions based on this data:

1. Overall Performance: Math performance, the percent of students not meeting standard or standard nearly met is 79.73%.
2. Area of Achievement: In the area of Problem Solving & Modeling/Data Analysis, the percentage of all students above standard rose from 5.88% (in the 23/24 school year) to 10.14% (in the 24/25 school year), a 4.26% percent increase!
3. Area of Growth: Math Performance, our data shows that in the area of Concepts & Procedures the percent of students scoring At or Near Standard or Below Standard is about 93.24%.

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 \(ELPAC\)](http://EnglishLanguageProficiencyAssessmentsforCalifornia.org) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	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	1408.1	1368.1	1418.6	1395.2	1371.4	1422.9	1438.3	1360.3	1408.6	12	20	19
1	1428.6	1335.9	1382.5	1442.8	1335.0	1376.8	1413.9	1336.4	1387.7	12	11	21
2	1456.6	1407.8	1342.5	1474.5	1426.5	1342.3	1438.0	1388.6	1342.6	20	15	11
3	1486.8	1433.2	1439.0	1489.2	1445.2	1421.9	1484.2	1420.8	1455.5	13	18	15
4	1478.9	*	1485.2	1489.8	*	1489.6	1467.7	*	1480.3	12	9	15
5	1531.5	1488.4	*	1538.3	1491.5	*	1524.3	1484.9	*	15	11	7
6	*	*	*	*	*	*	*	*	*	8	8	7
All Grades										92	92	95

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	33.33	10.00	10.53	25.00	45.00	31.58	16.67	10.00	42.11	25.00	35.00	15.79	12	20	19
1	0.00	9.09	9.52	41.67	18.18	9.52	33.33	0.00	14.29	25.00	72.73	66.67	12	11	21
2	10.00	0.00	9.09	30.00	40.00	9.09	45.00	26.67	9.09	15.00	33.33	72.73	20	15	11
3	23.08	0.00	0.00	15.38	27.78	26.67	46.15	50.00	40.00	15.38	22.22	33.33	13	18	15
4	0.00	*	0.00	33.33	*	26.67	41.67	*	73.33	25.00	*	0.00	12	*	15
5	20.00	9.09	*	60.00	27.27	*	13.33	18.18	*	6.67	45.45	*	15	11	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	17.39	5.43	5.26	35.87	34.78	23.16	30.43	28.26	37.89	16.30	31.52	33.68	92	92	95

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	8.33	10.00	5.26	41.67	35.00	42.11	25.00	20.00	31.58	25.00	35.00	21.05	12	20	19
1	16.67	9.09	9.52	33.33	18.18	9.52	41.67	0.00	19.05	8.33	72.73	61.90	12	11	21
2	10.00	13.33	9.09	70.00	46.67	18.18	15.00	13.33	9.09	5.00	26.67	63.64	20	15	11
3	38.46	11.11	13.33	46.15	50.00	26.67	7.69	27.78	26.67	7.69	11.11	33.33	13	18	15
4	33.33	*	20.00	41.67	*	53.33	8.33	*	26.67	16.67	*	0.00	12	*	15
5	40.00	18.18	*	53.33	45.45	*	0.00	18.18	*	6.67	18.18	*	15	11	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	28.26	15.22	13.68	47.83	42.39	30.53	14.13	17.39	24.21	9.78	25.00	31.58	92	92	95

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		15.00	15.79		30.00	31.58		25.00	31.58		30.00	21.05		20	19
1		9.09	0.00		9.09	28.57		9.09	4.76		72.73	66.67		11	21
2		0.00	9.09		20.00	9.09		33.33	0.00		46.67	81.82		15	11
3		0.00	0.00		5.56	20.00		44.44	40.00		50.00	40.00		18	15
4		*	0.00		*	6.67		*	40.00		*	53.33		*	15
5		0.00	*		18.18	*		27.27	*		54.55	*		11	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	6.52	5.43	4.21	19.57	15.22	17.89	38.04	35.87	28.42	35.87	43.48	49.47	92	92	95

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	25.00	10.00	5.26	50.00	50.00	63.16	25.00	40.00	31.58	12	20	19
1	25.00	9.09	14.29	50.00	18.18	38.10	25.00	72.73	47.62	12	11	21
2	40.00	6.67	18.18	50.00	53.33	18.18	10.00	40.00	63.64	20	15	11
3	15.38	16.67	6.67	69.23	50.00	40.00	15.38	33.33	53.33	13	18	15
4	8.33	*	13.33	66.67	*	66.67	25.00	*	20.00	12	*	15
5	13.33	9.09	*	80.00	36.36	*	6.67	54.55	*	15	11	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	22.83	9.78	11.58	61.96	51.09	47.37	15.22	39.13	41.05	92	92	95

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	8.33	25.00	5.26	58.33	35.00	89.47	33.33	40.00	5.26	12	20	19
1	16.67	0.00	4.76	58.33	54.55	42.86	25.00	45.45	52.38	12	11	21
2	40.00	6.67	9.09	55.00	66.67	36.36	5.00	26.67	54.55	20	15	11
3	69.23	16.67	26.67	23.08	66.67	46.67	7.69	16.67	26.67	13	18	15
4	75.00	*	33.33	8.33	*	66.67	16.67	*	0.00	12	*	15
5	93.33	63.64	*	6.67	18.18	*	0.00	18.18	*	15	11	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	55.43	28.26	21.05	32.61	47.83	54.74	11.96	23.91	24.21	92	92	95

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	25.00	10.00	10.53	50.00	55.00	52.63	25.00	35.00	36.84	12	20	19
1	0.00	18.18	9.52	33.33	9.09	23.81	66.67	72.73	66.67	12	11	21
2	15.00	0.00	9.09	30.00	46.67	9.09	55.00	53.33	81.82	20	15	11
3	7.69	0.00	0.00	38.46	16.67	46.67	53.85	83.33	53.33	13	18	15
4	0.00	*	6.67	8.33	*	20.00	91.67	*	73.33	12	*	15
5	6.67	0.00	*	60.00	27.27	*	33.33	72.73	*	15	11	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	9.78	4.35	6.32	38.04	34.78	31.58	52.17	60.87	62.11	92	92	95

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	50.00	30.00	57.89	16.67	40.00	31.58	33.33	30.00	10.53	12	20	19
1	0.00	0.00	0.00	83.33	36.36	52.38	16.67	63.64	47.62	12	11	21
2	0.00	6.67	9.09	65.00	60.00	18.18	35.00	33.33	72.73	20	15	11
3	30.77	0.00	0.00	53.85	77.78	66.67	15.38	22.22	33.33	13	18	15
4	16.67	*	0.00	41.67	*	73.33	41.67	*	26.67	12	*	15
5	40.00	18.18	*	46.67	45.45	*	13.33	36.36	*	15	11	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	23.91	11.96	12.63	52.17	58.70	55.79	23.91	29.35	31.58	92	92	95

Conclusions based on this data:

- Overall Performance: Level 4: The percentage of students who scored a 4 on the ELPAC declined slightly from 5.43% (23/24) to 5.26% (24/25). Both percentages are significantly below the 17.39% achieved two years ago.

2. Area of Growth : Written Language Percentage of Students Level for All Students, 78 % of students scored in Level 1 or Level 2 Performance Levels.
3. Area of Achievement: In the area of Speaking Domain, 33% of 5th Grade students scored in the Well Development level.

School and Student Performance Data

Student Population

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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
281	82.2%	34.5%	0.0%
Total Number of Students enrolled in Eldridge Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	97	34.5%
Foster Youth	0	0.0%
Homeless	1	0.4%
Socioeconomically Disadvantaged	231	82.2%
Students with Disabilities	77	27.4%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	16	5.7%
American Indian	0	0.0%
Asian	20	7.1%
Filipino	37	13.2%
Hispanic	179	63.7%
Two or More Races	10	3.6%
Pacific Islander	12	4.3%
White	7	2.5%

Conclusions based on this data:

- Eldridge's most significant subgroup in race/ethnicity is the Hispanic/LatinX student population at 63.7% .

2. Eldridge's most significant subgroup in student enrollment is the socioeconomically disadvantaged student population at 82.2% .

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  Yellow	Suspension Rate  Yellow
Mathematics  Orange		
English Learner Progress  Red		

Conclusions based on this data:

1. Eldridge is scoring in the yellow performance category for English Language Arts, Suspension, and Chronic Absenteeism.
2. Eldridge is scoring in the orange performance category for the Math.

3. Eldridge is scoring in the red in English Learner Progress.

School and Student Performance Data

Academic Performance English Language Arts

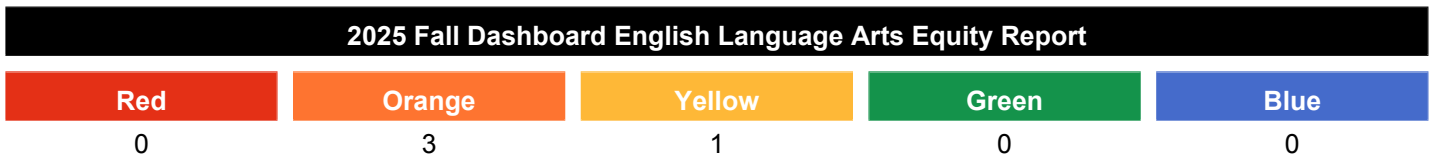
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This section provides number of student groups in each level.



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>47.6 points below standard</p> <p>Increased 7.8 points</p> <p>148 Students</p>	<p>English Learners</p> <p>Orange</p> <p>84 points below standard</p> <p>Increased 9.3 points</p> <p>52 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>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>48.5 points below standard</p> <p>Increased 13.2 points</p> <p>123 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>83.5 points below standard</p> <p>Increased 19.9 points</p> <p>38 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>9 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>8 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>45.3 points above standard</p> <p>Increased 13.5 points</p> <p>21 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>76.8 points below standard</p> <p>Increased 6.7 points</p> <p>94 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>9 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>

Conclusions based on this data:

1. Increased - Overall, all students showed an increase of 7.8 points. Specifically, English Learners, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities.
2. Area of Growth: Students with Disabilities scored 83.5 points below standards which is a decrease of 19.9 points from the previous year.
3. Area of Achievement: English Language Learners scored increased overall performance by 9.3 points from the previous year.

School and Student Performance Data

Academic Performance Mathematics

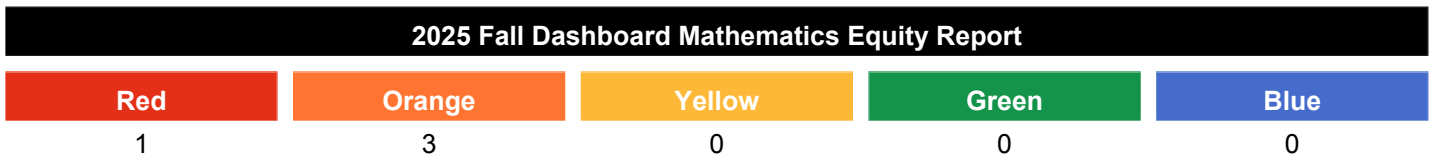
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This section provides number of student groups in each level.



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>Orange</p> <p>75.4 points below standard</p> <p>Maintained 0.9 points</p> <p>148 Students</p>	<p>English Learners</p>  <p>Orange</p> <p>101.5 points below standard</p> <p>Increased 8.8 points</p> <p>53 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>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Socioeconomically Disadvantaged</p>  <p>Orange</p> <p>78.9 points below standard</p> <p>Maintained 1.3 points</p> <p>124 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>74.5 points below standard</p> <p>Declined 3.7 points</p> <p>37 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>9 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>10 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>19.5 points above standard</p> <p>Increased 24.4 points</p> <p>20 Students</p>	<p>Hispanic</p>  <p>Red</p> <p>103.6 points below standard</p> <p>Declined 12.2 points</p> <p>94 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>9 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>

Conclusions based on this data:

1. Increased- English Language Learners increased by 8.8 points.
2. Declined - Students with Disabilities declined by 3.7 points and Hispanic Students declined by 12.2 points.
3. Maintained - All students maintained at 75.4 points below standard.

School and Student Performance Data

Academic Performance Science

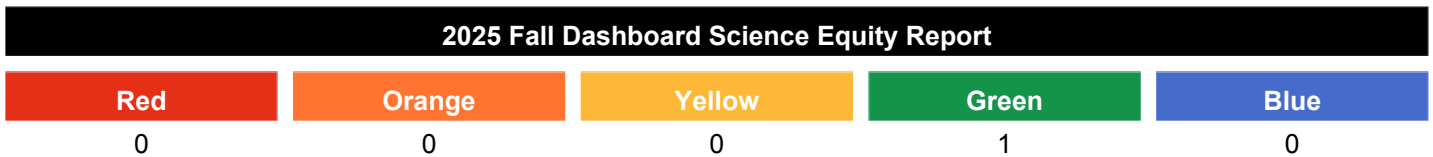
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This section provides number of student groups in each level.



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>Green</p> <p>48 science points</p> <p>Increased 4.7 points</p> <p>46 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>40.9 science points</p> <p>Increased 12 points</p> <p>14 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>Green</p> <p>47.8 science points</p> <p>Increased 7.9 points</p> <p>39 Students</p>

<p>Students with Disabilities</p> <p> No Performance Color</p> <p>33.2 science points</p> <p>11 Students</p>	<p>African American</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 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>1 Student</p>	<p>Filipino</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>	<p>Hispanic</p> <p> No Performance Color</p> <p>42.7 science points</p> <p>Increased 5.2 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>2 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>2 Students</p>

Conclusions based on this data:

1. Increased- All Students increased by 4.7 points.
2. Increased- Socioeconomically Disadvantaged Students increased by 7.9 points.
3. Increased- Hispanic Students increased by 5.2 points.

School and Student Performance Data



Academic Performance English Learner Progress

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 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 20 making progress. Number Students: 75 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	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
25%	55.6%	0%	19.4%

Conclusions based on this data:

1. Increased- 19.4% of EL Students progressed at least one ELPI Level.
2. Maintained- 55.6% of EL Students maintained the ELPI Level (1,2L,2H,3L, or 3H).
3. Declined- 25% of EL Students declined one ELPI Level.

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>  Yellow <p>29.3% Chronically Absent</p> <p>Declined 5.9</p> <p>300 Students</p>	<p>English Learners</p>  Orange <p>35.5% Chronically Absent</p> <p>Declined 1.9</p> <p>107 Students</p>	<p>Long-Term English Learners</p>  No Performance Color <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>
<p>Foster Youth</p>  No Performance Color <p>0 Students</p>	<p>Homeless</p>  No Performance Color <p>Fewer than 11 students - No Data for Privacy</p> <p>8 Students</p>	<p>Socioeconomically Disadvantaged</p>  Yellow <p>30% Chronically Absent</p> <p>Declined 7.3</p> <p>257 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>42.2% Chronically Absent</p> <p>Declined 8.4</p> <p>83 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>37.5% Chronically Absent</p> <p>Declined 15.8</p> <p>16 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>17.4% Chronically Absent</p> <p>Declined 9.5</p> <p>23 Students</p>	<p>Filipino</p>  <p>Orange</p> <p>15.8% Chronically Absent</p> <p>Increased 5.3</p> <p>38 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>33.2% Chronically Absent</p> <p>Declined 6.7</p> <p>190 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>36.4% Chronically Absent</p> <p>Increased 13.3</p> <p>11 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>13.3% Chronically Absent</p> <p>Declined 26.7</p> <p>15 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p>

Conclusions based on this data:

1. Overall Performance - 29.3% of Eldridge students are considered Chronically Absent a decline of 5.9%.
2. Area of Achievement :37.5% of our African American students are considered Chronically Absent a decline of 15.8%.
3. Area of Growth :15.8% of our Filipino students are considered Chronically Absent an increase of 5.3%.

School and Student Performance Data

Conditions & Climate Suspension Rate

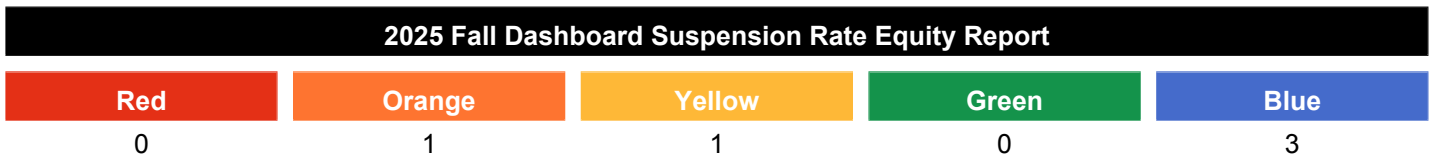
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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>0.6% suspended at least one day</p> <p>Increased 0.6%</p> <p>319 Students</p>	<p>English Learners</p> <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>112 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>Fewer than 11 students - No Data for Privacy</p> <p>10 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>0.7% suspended at least one day</p> <p>Increased 0.7%</p> <p>270 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>1.1% suspended at least one day</p> <p>Increased 1.1%</p> <p>87 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>5.6% suspended at least one day</p> <p>Increased 5.6%</p> <p>18 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>27 Students</p>	<p>Filipino</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>39 Students</p>	<p>Hispanic</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>200 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>11 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>5.9% suspended at least one day</p> <p>Increased 5.9%</p> <p>17 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p>

Conclusions based on this data:

1. Overall Performance - 0.6% of Eldridge students have been suspended for at least 1 day an increase of 0.6%
2. Area of Growth - The suspension rate for our African American students increased by 5.6%.
3. Area of Growth - The suspension rate for our Pacific Islander students increased by 5.9%.

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. Overall, students will increase performance on CAASPP ELA by 10 points and maintain within the yellow indicator.

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 -47.6 points below standard. Our target growth for this school year is an increase of 10 points which would be an increase to -37.6 points below standard. Our students are currently in the yellow indicator for Language Arts. Our ultimate goal will be to move to the green indicator for Language Arts. For the 24/25 SY Overall, all students showed an increase of 7.8 points. The student groups performance is shown below: When examining student performance across significant subgroups, the following trends emerged:

Increased performance: All students [7.8 pts.], English Learners [9.3 pts.], Socioeconomically Disadvantaged [13.2 pts.], Students with disabilities [19.9 pts.] Filipino [13.5 pts.] and Hispanic students [6.7 pts.].

Maintained performance: No Student Groups

Decreased performance: No Student Groups

This data underscores the importance of continuing to provide comprehensive ELA support for all students, with particular attention to Hispanic and EL 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
State Assessment - CAASPP Data: English Language Arts 3rd-6th Grade	2024-2025 CAASPP ELA data reports our students are performing -47.6 points below standard.	2026-2027 CAASPP ELA data expected outcome will be an overall increase 10 points which would be an increase to -37.6 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	<p>Paraeducator Intervention Teacher- Tier II/Tier III – Targeted Interventions (10–15% of Students) Interventions are targeted, supplemental small-group supports designed for approximately 10–15% of students who are not making adequate progress with Tier I instruction. These interventions are tailored to address specific student needs identified through universal screening and progress monitoring. When appropriate, students may be referred to the Coordination of Services Team (COST) for additional review. Tier II/Tier III support may occur within or outside of the classroom. Language Arts Intervention/Targeted Reading Intervention Reading interventions will be provided for students identified as most at risk by classroom teachers, the English Learner Specialist, or support staff, in conjunction with diagnostic assessment results.</p>	<p>All students including subgroups: Hispanic, African American, RSP students, Socioeconomically disadvantaged, and English Learners.</p>	<p>11000 Title I 1000-1999: Certificated Personnel Salaries Library Support- Extra Hours 2000 Title I 3000-3999: Employee Benefits Library Support- Extra Hours</p>
1.2	<p>Eldridge staff will analyze CAASPP data to inform instruction at the beginning of the year. After that, Eldridge's teachers will use the following assessments to inform instruction: Fountain and Pinnell, Common Core State Standard Units in Reading and Writing, Common Core State Standards-Based curriculum guides, District Benchmarks/BPST, student performance and achievement data, among others.</p> <p>Eldridge will hold effective professional development to support teachers to improve their craft in reading and writing. Grade-level collaboration meetings will drive the creation of more effective and differentiated instruction to address all academic achievement levels in classrooms. Action Planning Days will help teachers analyze data in order to use the Cycle of Inquiry as a tool to improve teaching practices and improve academic achievement. Eldridge Instructional Leadership Team will run/lead Professional Development throughout the school year during staff meetings as well as designated District PD days.</p> <p>People Assigned:</p> <ul style="list-style-type: none"> • Principal/YIS • Testing Coordinator/Intervention Coordinator/Set-up • Para Intervention Specialist • Teachers • ILT • RSP Teacher • ELL Specialist • Support Staff • Hayward Unified School District Assessment and Data Department 	<p>All students including subgroups: Hispanic, African American, RSP students, Socioeconomically disadvantaged, and English Learners.</p>	

	<ul style="list-style-type: none"> C.O.S.T. Coordinator 		
1.3	Sub Release Days (Eldridge will use 25 Substitute Days to allow teachers release time during the school day to attend IEP/504/SST Meetings, Peer Observation opportunities, or classroom support).	All students including subgroups: SDC Students, Hispanic, African American, RSP Students, Socioeconomically Disadvantaged, and English Learners.	5000 LCFF 1000-1999: Certificated Personnel Salaries Substitute Pay for Release Days- For IEP 1000 LCFF 1000-1999: Certificated Personnel Salaries Substitute Pay for Release Days
1.4			
1.5	Materials and Supplies (ELA Materials to continue to support our in class Tier 1 Small Group Instruction.)	All students including subgroups: SDC Students, Hispanic, African American, RSP Students, Socioeconomically Disadvantaged, and English Learners.	5144 Unrestricted 4000-4999: Books And Supplies ELA Supplies
1.7	Extra Hours Coordinator of Services -Curriculum Coordinator/Testing Coordinator/Certificated Materials Ordering	All students including subgroups: SDC Students, Hispanic, African American, RSP Students, Socioeconomically Disadvantaged, and English Learners.	800 Unrestricted 1000-1999: Certificated Personnel Salaries Extra Hours 200 Unrestricted 3000-3999: Employee Benefits Extra Hours

Annual Review

SPSA Year Reviewed: 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.

Eldridge prioritized literacy instruction and support in grades K–3, recognizing these years as foundational for students' reading development. Through the strategic use of minimum days, collaboration time, and staff meetings, teachers designed instruction aligned to priority ELA and mathematics standards. Collaborative planning sessions also included data discussions to establish systems for monitoring and evaluating academic performance. Teachers delivered high-quality Tier I instruction and engaged in consistent progress monitoring to support student growth. Eldridge teachers in grades 1-3 used staggered reading as targeted Tier 2/3 English Language Arts instruction during the instructional day. In alignment with a whole-child approach, students' social-emotional well-being was also a key focus. The COST team regularly monitored student needs and ensured that families were engaged in conversations regarding the scope and intensity of academic and behavioral interventions provided.

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 as a result of the Title I reallocation process.

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

A continued focus on prioritizing direct instructional support for students will remain in place and the reading intervention teacher will see students who are working towards language proficiency as a tTer II intervention.

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. Overall, students will increase performance on CAASPP in Math by 10 points and maintain within the yellow indicator.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

Currently our students are performing -75.4 points below standard. Our target growth for this school year is an increase of 10 points which would be an increase to -65.4 points below standard. Our students are currently in the orange indicator for Mathematics. Our ultimate goal will be to move to the green indicator for Mathematics. For the 24/25 SY Overall, all students maintained at 0.9 points. The student groups performance is shown below: When examining student performance across significant subgroups, the following trends emerged:

Increased performance: English Learners [8.8 pts.], Filipino students [24.4 pts.]

Maintained performance: Socioeconomically Disadvantaged [1.3 pts.], All Students [0.9 pts.]

Decreased performance: Students with Disabilities [3.7 pts.], Hispanic Students [12.2 pts.].

This data underscores the importance of continuing to provide comprehensive Mathematics support for all students, with particular attention to Students with Disabilities and Hispanic.

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 - CAASPP Data: Mathematics 3rd-6th Grade	2024-2025 CAASPP Math data reports our students are performing -75.4 points below standard.	2026-2027 CAASPP Math data expected outcome will be an overall increase 10 points which would be an increase to -65.4 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	Extra Hours Coordinator of Services -Curriculum Coordinator/Testing Coordinator/Certificated Materials Ordering	All students including subgroups: Hispanic, African American, RSP	800 Unrestricted

		students, Socioeconomically Disadvantaged, and English Learners.	1000-1999: Certificated Personnel Salaries Extra Hours 200 Unrestricted 3000-3999: Employee Benefits Extra Hours
2.2	<p>Eldridge Instructional Leadership Team will work with staff to help implement the following protocols:</p> <p>Eldridge staff will analyze CAASPP data to inform instruction at the beginning of the year. Along with CAASPP data, Eldridge teachers will use Benchmark Assessments and teacher-created assessments to measure student performance</p> <p>Eldridge will hold effective professional development to support teachers to improve their craft in math. Grade-level collaboration meetings will drive the creation of more effective and differentiated instruction to address all academic achievement levels in classrooms. Action Planning Days will help teachers analyze data in order to use the Cycle of Inquiry as a tool to improve teaching practices and improve academic achievement.</p>	All students including subgroups: Hispanic, African American, RSP students, Socioeconomically Disadvantaged, and English Learners.	
2.3	<p>Paraeducator Intervention Teacher- Tier II/Tier III – Targeted Interventions (10–15% of Students) Interventions are targeted, supplemental small-group supports designed for approximately 10–15% of students who are not making adequate progress with Tier I instruction. These interventions are tailored to address specific student needs identified through universal screening and progress monitoring. When appropriate, students may be referred to the Coordination of Services Team (COST) for additional review. Tier II/Tier III support may occur within or outside of the classroom. Math Intervention/Targeted Intervention Math interventions will be provided for students identified as most at risk by classroom teachers, support staff, in conjunction with diagnostic assessment results.</p>	All students including subgroups: Hispanic, African American, RSP students, Socioeconomically Disadvantaged, and English Learners.	1100 Title I 2000-2999: Classified Personnel Salaries Intervention Teacher 2000 Title I 3000-3999: Employee Benefits Intervention Teacher
2.4	Materials and Supplies (Math Materials to continue to support our in class Tier 1 Instruction.)	All students including subgroups: Hispanic, African American, RSP students, Socioeconomically Disadvantaged, and English Learners.	1000 Unrestricted 4000-4999: Books And Supplies Math Manipulatives

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.

A strong foundation in literacy is critical, as reading proficiency directly impacts students' ability to engage in high-level mathematical thinking.

To support this focus, teachers utilized minimum days, collaboration time, and staff meetings to design instruction aligned to priority in the mathematics standards. Collaborative efforts also included data discussions to establish effective systems for monitoring and evaluating student academic performance. Teachers delivered high-quality Tier I instruction and consistently implemented progress monitoring practices to support student growth.

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

There were no major differences between the intended implementation and budget expenditures to meet the articulated goal.

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

A change in this goal, for the 2025/2026 school year, is to allocate funding for an on site intervention teacher to support our students with Tier 1 and Tier 2 Math academic support. The strategies chosen are consistent with instructional best practices and align with State and LEA Priorities.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Deeper Learning -- English Language Development

Deeper Learning -- English Language Development: English Learners will receive equity based instruction that targets English Learners will increase the number of students progressing at least 1 level on the English Language Proficiency Assessment for California (ELPAC) and the percentage of RFEP [Reclassified Fluent English Proficient] students by 10%, as measured by the English Learner Progress Indicator (ELPI) on the California School Dashboard.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

19.4% of English Learners progressed at least one proficiency level. Additionally, 25% regressed by one level, while 55.6% maintained their level. This data highlights a continued need for increased support for English Learners, as fewer than half are demonstrating growth toward English proficiency.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
State Assessment - ELPAC Data: Students progressing at least one level on ELPAC	2024-2025 ELPAC data reports 19.4% of our English Learners progressed at least one level.	2025-2026 ELPAC data expected outcome will be an increase of 10%. This will result in 29.4% of English Learners progressing at least one level.

Strategies/Activities

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

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

	<p>will consistently use Integrated ELD/ALD strategies used in the general education classes throughout the day. We will Identify ELLs for pull-out interventions, after school intervention, and/or Saturday Academy. Eldridge will provide enrichment activities such as project-based learning activities and student presentations.</p> <p>We will use the following data to analyze student performance: ELPAC, CAASPP, district benchmarks and local assessments, and local assessments which may include ELD unit tests</p> <p>Materials and Supplies (Materials and Resources to support our EL Learners with Guided Language Acquisition Strategies. These strategies will be embedded in classroom instruction throughout the instructional day. All students will receive these strategies. Along with these imbedded instructional strategies our EL students will attend ELD classes daily for further support at a Tier 2 level.)</p>		
3.2	<p>Paraeducator Intervention Teacher- Tier II/Tier III – Targeted Interventions (10–15% of Students) Interventions are targeted, supplemental small-group supports designed for approximately 10–15% of students who are not making adequate progress with Tier I instruction. These interventions are tailored to address specific student needs identified through universal screening and progress monitoring. When appropriate, students may be referred to the Coordination of Services Team (COST) for additional review. Tier II/Tier III support may occur within or outside of the classroom. Language Arts Intervention/Targeted Reading Intervention</p> <p>Reading interventions will be provided for students identified as most at risk by classroom teachers, the English Learner Specialist, or support staff, in conjunction with diagnostic assessment results.</p>	English Learners	11000 Title I 2000-2999: Classified Personnel Salaries Intervention Teacher 2000 Title I 3000-3999: Employee Benefits

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.

Along with our EL Specialist, Eldridge has a Paraeducator who provides reading intervention in small groups for English Learners identified as needing additional support. Assessments were completed with students to identify the need for a Tier 2 intervention. Our EL Specialist supported EL Learners through professional development and collaboration with classroom teachers. In addition the EL specialist monitored Tier 2 interventions for EL students. The baseline data we are using to measure effectiveness of plan is Data collected from:
ELPAC Scores 2023/2024 School Year
According to ELPAC 25% of our English Learners decreased one level and 19.4% of or English Learners increased 1 level.

A minimum of 10% growth, based on the 2026/2027 ELPAC results, of our English Learners progressing at least one level.

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

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

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

District funds will fund 50% of the EL specialist to maintain support for our English Learners through the monitoring of student progress on diagnostic and benchmark assessments as well as direct services to students needing Tier 2 support. The EL specialist will also support tier I instruction by supporting teachers with monitoring and planning for instruction through collaboration. Along our EL specialist, Eldridge will fund an onsite intervention teacher which will support our EL students with Tier 2/3 academic instruction.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

Deeper Learning -- Visual and Performing Arts

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Local Data: The student performance frequency for the 2025-2026 school year	The student showcase frequency for the 2025-2026 school year was once a trimester and included, but not limited to, the following events: Art Night, Spring Concert, and Band Concert, 3 schoolwide assemblies, and 5 spirit assemblies	The student showcase frequency for the 2026-2027 school year expected outcome will be an increase of 1 event.

Strategies/Activities

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

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

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

SPSA Year Reviewed: 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.

The baseline data we are using to measure effectiveness of plan is Data collected from:
 The student showcase frequency for the 2025-2026 school year was once a trimester and included, but not limited to, the following events: Art Night, Spring Concert, and Band Concert, 3 schoolwide assemblies, and 5 spirit assemblies.
 The student showcase frequency for the 2026-2027 school year expected outcome will be an increase of 1 event.

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

For the 2025–2026 school year, funds were spent as intended. The only change is creating an art room with supplies so teachers can use the art room for projects.

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

Prop 28 funds have been stalled for the 202–202 school year until further notice and the current plan remains ready for implementation.

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, either through standalone SEL curriculum or culture/climate initiatives. All 5th grade students will report a 5% increase in feelings of school connectedness on the California Healthy Kids Survey (CHKS). The school will determine how to measure student growth in SEL based on the SEL-related strategies the site implements.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

School climate and social-emotional learning became a clear focus when we returned to in-person learning in 2021 and continues to be. Students need direct instruction on regulating emotions, responding to peers, and creating an inclusive environment. Based on the CA Dashboard the data reports the following related to suspension rates:

Overall - 0.6% of ALL students were suspended at least 1 day.
 English Learners - 0% of students were suspended at least 1 day.
 Socioeconomically Disadvantaged - 0.7% of students were suspended at least 1 day.
 Students with Disabilities - 1.1% of students were suspended at least 1 day.
 African American - 5.6% of students were suspended at least one day.
 Filipino - 0% of students were suspended at least one day.
 Hispanic - 0% of students were suspended at least one day.
 Pacific Islander- 5.9% of students were suspended at least one day.

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	Fall 2025 CA Dashboard data reports that 0.6% of all students were suspended at least 1 day.	Fall 2026 CA Dashboard data expected outcome will be to maintain a suspension rate under 1%.
State Survey: California Healthy Kids Survey [CHKS] Grade 5 - Participation Rate	2025-2026 CHKS Survey data reported 51% of 5th graders participated in the survey.	2026-2027 CHKS Survey data expected outcome will be an increase of 39% for overall participation. This will result in 90% of 5th graders participating in the survey.
State Survey: California Healthy Kids Survey [CHKS] Grade 5 - School Connectedness	2025-2026 CHKS Survey data reported 71% of 5th graders reported school connectedness.	2026-2027 CHKS Survey data expected outcome will be an increase of 19% for school connectedness will

result in 90% of 5th graders reporting school connectedness.

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	<p>Tier I - Universal Level - 80-85% of students - The expectation is that 80-85% of Eldridge students will be able to succeed at the TIER I level.</p> <p>Eldridge will continue to focus on creating a safe and inclusive school climate by exclusively teaching students to regulate emotions and interacting with peers using SEL curriculum skills in all K-6th grade classrooms. To monitor student progress and support instruction, Eldridge will continue to utilize a multi-tier approach for early identification of students with behavioral needs.</p> <ol style="list-style-type: none"> Eldridge will use Second Step as the SEL curriculum grades K-6. Teachers will be provided training, materials and a pacing guide for the school year for explicitly teaching tools for regulating emotions and navigating conflict. Eldridge will maintain a Positive Behavior Intervention and Supports (PBIS)/Restorative Practices Team to analyze, collaborate and coordinate with administration, teachers, and support staff. The PBIS/RP team will meet regularly to review sitewide data relevant to school climate and behavior. The team will discuss current needs of teachers and students and plan next steps to address the site's climate needs in a timely manner. Eldridge School will promote and use positive reinforcement strategies. Such strategies include the positive incentives system of Green Alerts and Student of the Month. Green Alerts are distributed to students displaying expected behaviors and are used for weekly and earned incentives. The Student of the Month promotes positive student behavior in the following areas: Excellent Behavior, Community Service, Good Attendance Attendance, Being an Upstander, and Academic Excellence in at least one subject area, etc. Eldridge will utilize various restorative practices including community circles and conflict resolution/mediation. Social skills and competency are modeled and practiced. Interactions and instructions are intentionally planned and structured School Plan for Student Achievement to develop a sense of community, self determination, trust, and democracy. For Tier 2 supports our on site counselor will work with staff to implement circle procedures in the classrooms as well as support students one on one or in small groups. 	<p>All students including subgroups: LatinX, African American, RSP students, Socioeconomically Disadvantaged, and English Learners.</p>	<p>District Funded None Specified Funding from Community Schools Grant will be used to support this Goal.</p>

	<p>5. Eldridge staff, students and community will foster a school environment to ensure each person's cultural/linguistic/sexual identity is respected, self esteem, self motivation, and learner autonomy are developed. Safe and Inclusive Schools information and resources will be shared with teachers at faculty meetings and through weekly staff communications.</p> <p>6. Students will be provided adequate playground equipment to increase fitness and organized activities to reduce behavioral issues on the playground.</p> <p>We will utilize funding from our Community Schools Grant to support this goal.</p>		
5.2	Spirit Assemblies, Award Assemblies, General Assemblies, etc.	All students including subgroups: LatinX, African American, RSP students, Socioeconomically Disadvantaged, and English Learners.	500 LCFF 0000: Unrestricted Supplies/Materials/Performers for School Assemblies

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.

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

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

CHKS 2024/2025 School Year.

California Healthy Kids Survey :

71% - Feel School Connectedness

All student groups that participate in the (CHKS) will report a 19% increase in feelings of school connectedness, feel part of the school, happy to be at school, and feeling close to others on campus as recorded on the on the California Healthy Kids Survey (CHKS) in the 2026-2027 school year.

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

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

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

Eldridge will continue creating a calming/sensory room in which students will have the opportunity to self regulate and take time throughout the school day in the calming/sensory room. A staff member will monitor the room while students are using it. This room will also be used by our Counselor for presentations and meetings with student groups. Funding was also allocated for spirit assemblies to recognize students success academically, socially, and emotionally.

Goals, Strategies, & Proposed Expenditures

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

Goal 6

Title and Description of School Goal

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

Relationship-Centered Schools -- Parent Engagement

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

Parent participation has shown a modest increase, with more families attending events such as Coffee with the Principal and ELAC Committee meetings. Our PTO is actively working to strengthen its membership and engagement, facilitating monthly student craft events, holding regular monthly meetings in addition to board sessions, and successfully 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
Local Data: Meeting sign-in sheets	2025-2026 SY-Meeting sign-in data reports that fewer than 10 parents participated in parent committee meetings [Coffee/w the Principal, ELAC, PTO, SSC, etc.].	2026-2027 Meeting sign-in data expected outcome will be an overall increase of 10% of the number of parents participating in parent committee meetings [ELAC, PTO, SSC etc.]

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
6.1	Eldridge will provide additional options and opportunities for parents to participate in school activities by offering more flexible timing, translation for parents, and more emphasis on parent-requested topics of discussion. 1. The Family Engagement Specialist [FES] will increase parent engagement through outreach and recruitment. The FES will update communication online on a regular basis The school will communicate with parents by various means, including the school website, telephone, texts, and	All students including subgroups: LatinX, African American, RSP students, Socioeconomically Disadvantaged, and English Learners.	747 Title 1: Parent Allocation 3010 Fingerprinting for Eldridge Families 1000 LCFF 4000-4999: Books And Supplies Parent Education Classes Materials and Supplies

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

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.

Families have continued to attend school-wide events on a consistent basis throughout the 2024/2025 school year. This year Eldridge held school-wide activities that were available to for families throughout the school year. The events included: Back to school Night, Open House, Winter Band Concert, Spring Concert, Million Father March Celebration, parent Education Classes, Halloween Parade, Ruby Bridges Walk to School Day, Read Across America Celebration, Art Night, and School Dance.

The baseline data we are using to measure effectiveness of plan is Data collected from: 2025-2026 Meeting sign-in data reports that fewer than 10 parents participated in parent committee meetings [Coffee/w the Principal, ELAC, PTO, SSC,

etc.] on some of the in person meetings. Parent Engagement: Eldridge will increase the number of parents participating in school activities by 10%.

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

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

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

Our Family Engagement Specialist will hold monthly events during the school to support Eldridge Families.

Goals, Strategies, & Proposed Expenditures

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

Goal 7

Title and Description of School Goal

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

Relationship-Centered Schools -- Attendance and Chronic Absenteeism

Relationship-Centered Schools -- Attendance and Chronic Absenteeism Relationship-Centered Schools -- Attendance and Chronic Absenteeism: Eldridge will decrease chronic absenteeism by 10% in the 2026 Fall Dashboard.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

When comparing the CA 2024 Fall Dashboard with the 2025 Fall Dashboard all students have declined in our chronically absent rates. Overall there was a decrease of 5.9% for chronically absent students. As a whole as 29.3% of Eldridge students are chronically absent. Specifically, our significant subgroups which declined included the following:
Declined - Students with Disabilities, English Learners, Hispanic, Socioeconomically Disadvantaged, African American, Asian, Pacific Islander
Increased - Filipino, 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
State Data: CA Dashboard - Chronic Absenteeism Data	CA Fall Dashboard data reports that 29.3% of all students were chronically absent in the 2025 school year	CA 2026 Fall Dashboard data expected outcome will be an overall decrease of 10%. This will result in 19.3% of students chronically absent.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
7.1	Eldridge staff will collaborate with the district's Child Welfare and Attendance division to reduce families' barriers to attendance, including early intervention and COST services. An action plan is in place to address the needs and/or concerns of any groups of students who have been identified as consistently absent or tardy. Eldridge's expectation is that 97% of our students are present and on time to school every day. In order to monitor and motivate students and families to meet this expectation, the staff implements the following plan:	All students including subgroups: Latinx, African American, RSP students, Socioeconomically Disadvantaged, and English Learners.	5000 LCFF 0001-0999: Unrestricted: Locally Defined Attendance Assemblies/Attendance Board/Certificates

	<p>1. Eldridge will build awareness of the importance of attendance. The attendance clerk, family engagement specialist, community schools specialist and admins will provide presentations on attendance at least once during the year at parent meetings. An attendance brochure is given to families on the first day of school specifically stating attendance policies, procedures and contact information.</p> <p>2. Eldridge will acknowledge students with excellent attendance through various incentive programs including: weekly, monthly and trimester good/improved attendance awards and certificate of recognition for the class with highest attendance per month.</p> <p>3. Office Manager, COST Team, and CWA will monitor and offer support to families with chronic absent or late students. Support can include the following: home visits, parent teacher conferences, student success team (SST) meetings, giving students alarm clocks, a written reminder of the importance of arriving on time, truancy meetings with parents who received first and second truancy letters, a referral is made to the School Attendance Review Board [SARB] for families not showing improvement in attendance after tried interventions.</p>		
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Annual Review

SPSA Year Reviewed: 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.

Regular and consistent communication from our attendance clerk in regard to student absences occurred on a regular basis to try support families happened regularly throughout the 2024/2025 school year. The baseline data we are using to measure effectiveness of plan is Data collected from: CA Fall Dashboard data reports that 29.3 %% of all students were chronically absent in the 2025 school year. Expected outcome will be an overall decrease of at least 10% in chronically absent students. This will result in a maximum 19.3% of students chronically absent.

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

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

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

Due to low enrollment, the Eldridge Attendance Clerk position has been cut. The Eldridge Office Manager will be taking on the Attendance Clerk duties to help promote school attendance. Funding has been allocated to recognize positive student attendance for the 2026-2027 school year.

Goals, Strategies, & Proposed Expenditures

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

Goal 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	\$31,437
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$54,491.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I	\$30,100.00

Subtotal of additional federal funds included for this school: \$30,100.00

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

State or Local Programs	Allocation (\$)
LCFF	\$13,500.00
Title 1: Parent Allocation	\$747.00
Unrestricted	\$10,144.00

Subtotal of state or local funds included for this school: \$24,391.00

Total of federal, state, and/or local funds for this school: \$54,491.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF	21598.00	8,098.00
Title I	45402.00	15,302.00
LCFF - Supplemental	10,000	10,000.00
Title I Part A: Allocation	4,000	4,000.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	13,500.00
Title 1: Parent Allocation	747.00
Title I	30,100.00
Unrestricted	10,144.00

Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	500.00
0001-0999: Unrestricted: Locally Defined	5,000.00
1000-1999: Certificated Personnel Salaries	20,600.00
2000-2999: Classified Personnel Salaries	12,100.00
3000-3999: Employee Benefits	6,400.00
3010	747.00
4000-4999: Books And Supplies	9,144.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
0000: Unrestricted	LCFF	500.00
0001-0999: Unrestricted: Locally Defined	LCFF	5,000.00

1000-1999: Certificated Personnel Salaries	LCFF	6,000.00
4000-4999: Books And Supplies	LCFF	2,000.00
3010	Title 1: Parent Allocation	747.00
1000-1999: Certificated Personnel Salaries	Title I	11,000.00
2000-2999: Classified Personnel Salaries	Title I	12,100.00
3000-3999: Employee Benefits	Title I	6,000.00
4000-4999: Books And Supplies	Title I	1,000.00
1000-1999: Certificated Personnel Salaries	Unrestricted	3,600.00
3000-3999: Employee Benefits	Unrestricted	400.00
4000-4999: Books And Supplies	Unrestricted	6,144.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	25,144.00
Goal 2	5,100.00
Goal 3	14,000.00
Goal 5	500.00
Goal 6	4,747.00
Goal 7	5,000.00

School Site Council Membership

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

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

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



Other: Guadalupe Flores -ELAC Parent

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

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

This SPSA was adopted by the SSC at a public meeting on 5/20/26.

Attested:



Principal, Brian McComb on 5/21/26



SSC Chairperson, Michelle Fernelus on 5/21/26



ELAC Representative, Ana Diaz on 5/22/26

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.

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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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