



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Eden Gardens Elementary School	01611926090583	May 11, 2026	June 10, 2026

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

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

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

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

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

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

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]).

Eden Gardens ES 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 and emotional support 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 with 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 Eden Gardens 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

Shared data and created a draft plan at:

- Monthly School Site Council (SSC) meetings
- Principal Coffee
- English Learner Advisory Committee (ELAC) meeting
- English Language Learner Master Plan presentation to stakeholders in March 2025.
- The plan was presented to the Site-Based Decision-Making Team, Eden Gardens Staff, English Learner Advisory Committee, and School Site Council for approval.

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.

Red Level: English: Learner Progress

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.

Chronic Absenteeism :
Asian (Red)
Students with Disabilities (Red)

Suspension Rate:
Asian (Orange)

Other Needs

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

Multitudes and Fastbridge Screeners, Math Benchmark Assessments, CAASPP, ELPAC

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Eden Gardens 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	5.24%	5.24%	5.52%	25	25	25
Asian	10.06%	11.32%	12.36%	48	54	56
Filipino	12.37%	12.16%	13.91%	59	58	63
Hispanic/Latino	52.83%	55.14%	52.76%	252	263	239
Pacific Islander	3.77%	3.35%	3.53%	18	16	16
White	6.71%	5.66%	5.08%	32	27	23
Multiple/No Response	8.81%	6.92%	6.18%	42	33	28
Total Enrollment				477	477	453

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		24	20
Kindergarten	57	69	58
Grade 1	61	55	69
Grade 2	65	62	54
Grade 3	75	70	63
Grade 4	61	70	69
Grade 5	76	61	69
Grade 6	60	66	51
Total Enrollment	477	477	453

Conclusions based on this data:

1. In comparison to the 24-25 school year, enrollment was down 5% this school year (25-26).
2. Enrollment declined in TL, K, 2nd, 3rd, 4th, and 6th grades
3. We are currently seeing an increase in 4th and 1st grade enrollment.

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	126	117	119	22.5%	26.4%	26.3%
Fluent English Proficient (FEP)	65	53	48	14.3%	13.6%	10.6%
Reclassified Fluent English Proficient (RFEP)				10.2%	24.5%	26.30%

Conclusions based on this data:

1. A review of the data shows that English Learner's enrollment had declined slightly over a three year period.
2. A review of the data shows in compararison to the 24-25 school year, Reclassification of students has increased 2% this school year(25-26)
3. A review of the data shows in compararison to the 24-25 school year, Fluent English Proficient students haave declined by 3% this school year.(25-26)

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	58	70	69	58	69	67	58	69	67	100.0	98.6	97.1
Grade 4	75	61	67	71	58	67	71	58	67	94.7	95.1	100
Grade 5	71	78	64	71	75	60	71	75	60	100.0	96.2	93.8
Grade 6	58	60	63	56	38	62	56	38	62	96.6	63.3	98.4
All Grades	262	269	263	256	240	256	256	240	256	97.7	89.2	97.3

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	2367.	2400.	2363.	10.34	24.64	5.97	22.41	10.14	11.94	17.24	15.94	34.33	50.00	49.28	47.76
Grade 4	2444.	2414.	2432.	15.49	10.34	22.39	33.80	15.52	13.43	12.68	32.76	13.43	38.03	41.38	50.75
Grade 5	2471.	2463.	2480.	11.27	17.33	11.67	23.94	16.00	28.33	33.80	21.33	26.67	30.99	45.33	33.33
Grade 6	2462.	2496.	2521.	3.57	7.89	14.52	25.00	31.58	29.03	23.21	28.95	30.65	48.21	31.58	25.81
All Grades	N/A	N/A	N/A	10.55	16.25	13.67	26.56	16.67	20.31	21.88	23.75	26.17	41.02	43.33	39.84

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	5.17	14.49	5.97	55.17	53.62	59.70	39.66	31.88	34.33
Grade 4	15.49	12.07	11.94	57.75	63.79	53.73	26.76	24.14	34.33
Grade 5	8.45	9.33	11.67	70.42	61.33	58.33	21.13	29.33	30.00
Grade 6	5.36	13.16	17.74	53.57	60.53	59.68	41.07	26.32	22.58
All Grades	8.98	12.08	11.72	59.77	59.58	57.81	31.25	28.33	30.47

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	8.62	21.74	4.48	50.00	37.68	49.25	41.38	40.58	46.27
Grade 4	9.86	5.17	16.42	54.93	50.00	59.70	35.21	44.83	23.88
Grade 5	8.45	9.33	15.00	67.61	53.33	63.33	23.94	37.33	21.67
Grade 6	1.79	10.81	11.29	53.57	59.46	53.23	44.64	29.73	35.48
All Grades	7.42	12.13	11.72	57.03	48.95	56.25	35.55	38.91	32.03

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	3.45	11.59	5.97	74.14	71.01	67.16	22.41	17.39	26.87
Grade 4	7.04	6.90	5.97	78.87	74.14	65.67	14.08	18.97	28.36
Grade 5	8.45	6.67	8.33	76.06	70.67	68.33	15.49	22.67	23.33
Grade 6	3.57	7.89	3.23	66.07	73.68	77.42	30.36	18.42	19.35
All Grades	5.86	8.33	5.86	74.22	72.08	69.53	19.92	19.58	24.61

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	12.07	20.29	1.49	50.00	53.62	64.18	37.93	26.09	34.33
Grade 4	14.08	6.90	17.91	67.61	63.79	50.75	18.31	29.31	31.34
Grade 5	7.04	17.33	10.00	64.79	56.00	68.33	28.17	26.67	21.67
Grade 6	8.93	5.26	14.52	58.93	65.79	72.58	32.14	28.95	12.90
All Grades	10.55	13.75	10.94	60.94	58.75	63.67	28.52	27.50	25.39

Conclusions based on this data:

1. A review of CAASPP ELA results shows that 34% of students met or exceeded the standard (a 1% decrease from last year), while 66% are below the standard (a 3% decrease from last year). The remaining students fall into the 'nearly met' category, which saw an overall increase.

2. CAASPP ELA data indicates mixed outcomes this year: the percentage of students at or near the standard dropped by 2% in Reading, but improved significantly by 7% in Writing.
3. CAASPP ELA data indicates contrasting trends: while the percentage of students at or near standard in Research/Inquiry grew by 5%, the percentage of students scoring below standard in Listening also rose by 4%.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	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	58	70	69	58	70	68	58	70	68	100.0	100	98.6
Grade 4	75	61	67	71	57	66	71	57	66	94.7	93.4	98.5
Grade 5	71	78	64	71	75	62	71	75	62	100.0	96.2	96.9
Grade 6	58	60	63	57	55	62	57	55	62	98.3	91.7	98.4
All Grades	262	269	263	257	257	258	257	257	258	98.1	95.5	98.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2379.	2372.	2364.	5.17	11.43	5.88	13.79	14.29	17.65	34.48	18.57	20.59	46.55	55.71	55.88
Grade 4	2432.	2434.	2419.	8.45	7.02	6.06	18.31	15.79	22.73	32.39	36.84	24.24	40.85	40.35	46.97
Grade 5	2447.	2442.	2459.	9.86	9.33	9.68	4.23	13.33	8.06	23.94	16.00	38.71	61.97	61.33	43.55
Grade 6	2433.	2460.	2470.	1.75	7.27	8.06	8.77	7.27	22.58	26.32	32.73	17.74	63.16	52.73	51.61
Grade 11															
All Grades	N/A	N/A	N/A	6.61	8.95	7.36	11.28	12.84	17.83	29.18	24.90	25.19	52.92	53.31	49.61

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	6.90	14.29	7.35	44.83	28.57	42.65	48.28	57.14	50.00
Grade 4	12.68	10.53	9.09	43.66	45.61	40.91	43.66	43.86	50.00
Grade 5	9.86	14.67	9.68	29.58	29.33	45.16	60.56	56.00	45.16
Grade 6	1.75	5.45	11.29	31.58	25.45	37.10	66.67	69.09	51.61
Grade 11									
All Grades	8.17	11.67	9.30	37.35	31.91	41.47	54.47	56.42	49.22

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	5.17	14.29	10.29	43.10	31.43	36.76	51.72	54.29	52.94
Grade 4	7.04	8.77	12.12	60.56	47.37	39.39	32.39	43.86	48.48
Grade 5	2.82	4.00	8.06	53.52	45.33	51.61	43.66	50.67	40.32
Grade 6	1.75	5.45	4.84	42.11	45.45	45.16	56.14	49.09	50.00
All Grades	4.28	8.17	8.91	50.58	42.02	43.02	45.14	49.81	48.06

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	5.17	12.86	7.35	58.62	57.14	52.94	36.21	30.00	39.71
Grade 4	11.27	3.51	10.61	47.89	66.67	46.97	40.85	29.82	42.42
Grade 5	7.04	6.67	3.23	53.52	52.00	53.23	39.44	41.33	43.55
Grade 6	3.51	10.91	8.06	56.14	56.36	59.68	40.35	32.73	32.26
All Grades	7.00	8.56	7.36	53.70	57.59	53.10	39.30	33.85	39.53

Conclusions based on this data:

1. A review of CAASPP Math data shows that 25% of students met or exceeded the standard (a 3% increase from last year), while 75% are below the standard (a 7% decrease from last year). This indicates a significant upward movement of students out of the lowest performance tiers and into the 'nearly met' category.
2. CAASPP data shows positive growth in the Concepts and Procedures math performance area. Specifically, there was a 10% increase in students performing at or near the standard, paired with a 7% decrease in students scoring below the standard
3. CAASPP data highlights an area for growth in Communicating Reasoning, where the percentage of students performing below the standard increased by 5%

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://English Language Proficiency Assessments for California (ELPAC) web page) 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	1386.1	1355.1	1361.2	1400.7	1368.7	1374.5	1351.8	1323.0	1330.0	23	30	24
1	1397.8	1415.8	1382.4	1398.1	1424.6	1391.2	1396.9	1406.8	1373.3	17	18	18
2	1460.7	1423.5	1445.6	1479.0	1437.8	1454.9	1442.1	1408.9	1435.9	19	20	22
3	1477.9	1488.4	1461.5	1491.3	1505.3	1465.1	1463.9	1470.8	1457.5	15	18	21
4	1485.5	1494.6	1482.4	1485.9	1500.9	1478.5	1484.7	1487.7	1485.9	14	14	15
5	1532.9	1526.2	1497.5	1547.2	1536.5	1494.3	1518.2	1515.4	1500.0	12	13	13
6	*	1533.5	1531.0	*	1553.2	1523.1	*	1513.3	1538.5	9	14	11
All Grades										109	127	124

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	8.70	6.67	4.17	21.74	16.67	37.50	34.78	36.67	16.67	34.78	40.00	41.67	23	30	24
1	0.00	0.00	0.00	17.65	16.67	11.11	52.94	44.44	33.33	29.41	38.89	55.56	17	18	18
2	5.26	0.00	4.55	42.11	35.00	31.82	42.11	40.00	31.82	10.53	25.00	31.82	19	20	22
3	13.33	16.67	10.00	40.00	44.44	15.00	20.00	16.67	45.00	26.67	22.22	30.00	15	18	20
4	0.00	14.29	0.00	50.00	35.71	40.00	21.43	21.43	40.00	28.57	28.57	20.00	14	14	15
5	16.67	15.38	23.08	41.67	46.15	15.38	33.33	38.46	30.77	8.33	0.00	30.77	12	13	13
6	*	21.43	9.09	*	35.71	54.55	*	35.71	36.36	*	7.14	0.00	*	14	11
All Grades	6.42	9.45	6.50	33.03	30.71	28.46	38.53	33.86	32.52	22.02	25.98	32.52	109	127	123

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	8.70	10.00	8.33	26.09	26.67	33.33	30.43	30.00	16.67	34.78	33.33	41.67	23	30	24
1	5.88	5.56	11.11	23.53	44.44	11.11	35.29	27.78	44.44	35.29	22.22	33.33	17	18	18
2	21.05	25.00	27.27	47.37	45.00	31.82	26.32	5.00	18.18	5.26	25.00	22.73	19	20	22
3	40.00	55.56	15.00	33.33	22.22	40.00	13.33	16.67	25.00	13.33	5.56	20.00	15	18	20
4	14.29	42.86	20.00	50.00	21.43	46.67	21.43	28.57	13.33	14.29	7.14	20.00	14	14	15
5	50.00	46.15	38.46	33.33	46.15	30.77	16.67	7.69	15.38	0.00	0.00	15.38	12	13	13
6	*	57.14	27.27	*	35.71	54.55	*	0.00	18.18	*	7.14	0.00	*	14	11
All Grades	22.02	30.71	19.51	37.61	33.86	34.15	22.94	18.11	21.95	17.43	17.32	24.39	109	127	123

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		3.33	0.00		10.00	20.83		33.33	33.33		53.33	45.83		30	24
1		5.56	0.00		16.67	11.11		16.67	11.11		61.11	77.78		18	18
2		0.00	0.00		30.00	27.27		15.00	13.64		55.00	59.09		20	22
3		0.00	5.00		11.11	10.00		50.00	20.00		38.89	65.00		18	20
4		7.14	0.00		21.43	6.67		21.43	66.67		50.00	26.67		14	15
5		0.00	0.00		15.38	30.77		61.54	30.77		23.08	38.46		13	13
6	*	7.14	0.00	*	14.29	36.36	*	50.00	45.45	*	28.57	18.18	*	14	11
All Grades	1.83	3.15	0.81	12.84	16.54	19.51	44.04	33.86	29.27	41.28	46.46	50.41	109	127	123

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	8.70	6.67	12.50	43.48	60.00	58.33	47.83	33.33	29.17	23	30	24
1	5.88	22.22	22.22	64.71	55.56	44.44	29.41	22.22	33.33	17	18	18
2	10.53	10.53	18.18	63.16	68.42	59.09	26.32	21.05	22.73	19	19	22
3	13.33	11.11	15.00	60.00	61.11	40.00	26.67	27.78	45.00	15	18	20
4	14.29	35.71	13.33	50.00	42.86	60.00	35.71	21.43	26.67	14	14	15
5	16.67	15.38	15.38	75.00	76.92	61.54	8.33	7.69	23.08	12	13	13
6	*	35.71	9.09	*	42.86	90.91	*	21.43	0.00	*	14	11
All Grades	10.09	17.46	15.45	58.72	58.73	56.91	31.19	23.81	27.64	109	126	123

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	0.00	13.33	8.33	82.61	46.67	50.00	17.39	40.00	41.67	23	30	24
1	11.76	5.56	0.00	47.06	61.11	72.22	41.18	33.33	27.78	17	18	18
2	73.68	35.00	22.73	21.05	45.00	59.09	5.26	20.00	18.18	19	20	22
3	60.00	83.33	45.00	33.33	11.11	40.00	6.67	5.56	15.00	15	18	20
4	50.00	71.43	33.33	42.86	14.29	46.67	7.14	14.29	20.00	14	14	15
5	91.67	100.00	69.23	0.00	0.00	15.38	8.33	0.00	15.38	12	13	13
6	*	85.71	45.45	*	7.14	54.55	*	7.14	0.00	*	14	11
All Grades	46.79	48.82	28.46	39.45	30.71	49.59	13.76	20.47	21.95	109	127	123

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	0.00	3.33	0.00	69.57	40.00	58.33	30.43	56.67	41.67	23	30	24
1	5.88	11.11	0.00	35.29	16.67	27.78	58.82	72.22	72.22	17	18	18
2	10.53	0.00	0.00	63.16	40.00	40.91	26.32	60.00	59.09	19	20	22
3	0.00	0.00	5.00	46.67	44.44	30.00	53.33	55.56	65.00	15	18	20
4	0.00	0.00	0.00	64.29	50.00	46.67	35.71	50.00	53.33	14	14	15
5	8.33	7.69	0.00	75.00	53.85	61.54	16.67	38.46	38.46	12	13	13
6	*	7.14	9.09	*	14.29	63.64	*	78.57	27.27	*	14	11
All Grades	3.67	3.94	1.63	55.05	37.01	45.53	41.28	59.06	52.85	109	127	123

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	4.55	3.33	16.67	40.91	43.33	33.33	54.55	53.33	50.00	22	30	24
1	0.00	11.11	0.00	64.71	38.89	33.33	35.29	50.00	66.67	17	18	18
2	15.79	0.00	22.73	68.42	75.00	40.91	15.79	25.00	36.36	19	20	22
3	13.33	5.56	0.00	60.00	66.67	55.00	26.67	27.78	45.00	15	18	20
4	7.14	21.43	0.00	42.86	50.00	80.00	50.00	28.57	20.00	14	14	15
5	25.00	7.69	0.00	50.00	76.92	46.15	25.00	15.38	53.85	12	13	13
6	*	21.43	18.18	*	71.43	72.73	*	7.14	9.09	*	14	11
All Grades	9.26	8.66	8.94	57.41	58.27	48.78	33.33	33.07	42.28	108	127	123

Conclusions based on this data:

1. Based on this data, 6% of the site's English Learners achieved Level 4 (Well Developed) on the Summative ELPAC, representing a 3% decrease from the previous year.

2. Year-over-year ELPAC data reveals that the majority of students maintained their previous performance levels without advancing. Our primary instructional focus must target primary-grade Oral Language, with Listening identified as the second highest area of need.
3. The data demonstrates a cross-grade need for targeted instruction to support English Learners across all four language domains: listening, speaking, reading, and writing. To accelerate English proficiency, this strategic linguistic support must be integrated across all academic content areas.

School and Student Performance Data

Student Population

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

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

2024-25 Student Population

Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
477	70%	24.5%	0.2%

Total Number of Students enrolled in Eden Gardens 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	117	24.5%
Foster Youth	1	0.2%
Homeless	11	2.3%
Socioeconomically Disadvantaged	334	70%
Students with Disabilities	61	12.8%

Enrollment by Race/Ethnicity

Student Group	Total	Percentage
African American	25	5.2%
American Indian	0	0.0%
Asian	54	11.3%
Filipino	58	12.2%
Hispanic	263	55.1%
Two or More Races	33	6.9%
Pacific Islander	16	3.4%
White	27	5.7%

Conclusions based on this data:

- 24% of students are English Learners.

2. 70% of students are Socioeconomically Disadvantaged.
3. 13% of students are Students with Disabilities and 2.3% are Homeless.

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  Green
Mathematics  Yellow		
English Learner Progress  Red		

Conclusions based on this data:

1. Improvement: ELA, Math, Science, Chronic Absenteeism, and Suspension Rate
2. Decline: English Learner Progress

School and Student Performance Data

Academic Performance English Language Arts

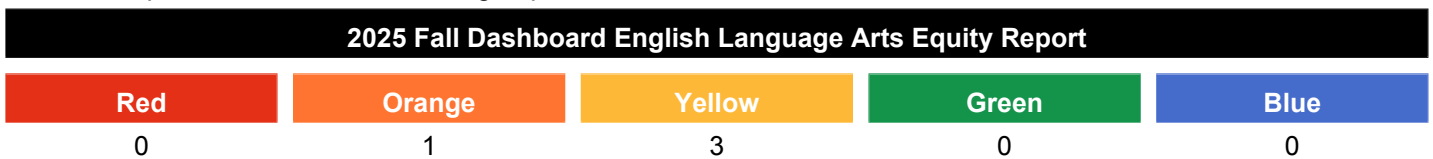
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This section provides number of student groups in each level.



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>33 points below standard</p> <p>Increased 22.2 points</p> <p>250 Students</p>	<p>English Learners</p> <p>Yellow</p> <p>60.1 points below standard</p> <p>Increased 31.5 points</p> <p>77 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>8 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>6 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>51.7 points below standard</p> <p>Increased 24.5 points</p> <p>178 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>84.8 points below standard</p> <p>Increased 27 points</p> <p>34 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>34.9 points below standard</p> <p>Increased 39.2 points</p> <p>11 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>0.1 points above standard</p> <p>Maintained 0.8 points</p> <p>28 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>17.2 points below standard</p> <p>Increased 20 points</p> <p>29 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>47.9 points below standard</p> <p>Increased 22.7 points</p> <p>140 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>5.8 points below standard</p> <p>Increased 24.5 points</p> <p>18 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>10 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>6.7 points below standard</p> <p>Increased 124.8 points</p> <p>14 Students</p>

Conclusions based on this data:

1. The review of English Language Arts Performance data indicates that students overall are 33 points below the standard.
2. English Language Arts Performance data shows that English Learners are 60 points below standard which is an increase of 31 points from last year.
3. English Language Arts Performance data shows that Students with Disabilities are 85 points below standard, which is an increase of 27 points from last year.

School and Student Performance Data

Academic Performance Mathematics

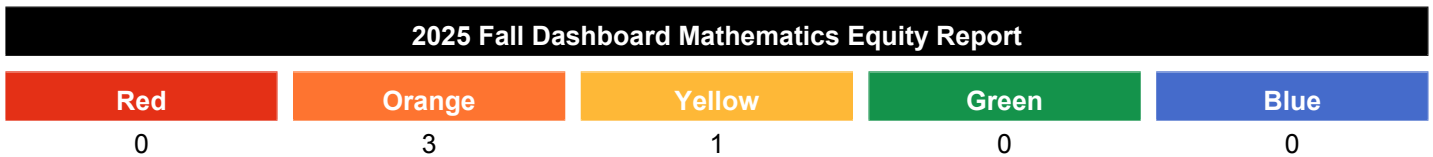
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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












This section provides number of student groups in each level.



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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>69.7 points below standard</p> <p>Increased 3.8 points</p> <p>250 Students</p>	<p>English Learners</p> <p>Orange</p> <p>89 points below standard</p> <p>Declined 3.4 points</p> <p>77 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>8 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>6 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>81.7 points below standard</p> <p>Increased 7.9 points</p> <p>178 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>117.7 points below standard</p> <p>Increased 10.4 points</p> <p>34 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>64.9 points below standard</p> <p>Increased 37.7 points</p> <p>11 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>5.5 points below standard</p> <p>Increased 11.8 points</p> <p>28 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>49.8 points below standard</p> <p>Increased 4.5 points</p> <p>29 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>91.4 points below standard</p> <p>Maintained -1 points</p> <p>141 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>41.6 points below standard</p> <p>Increased 13.3 points</p> <p>18 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>10 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>57.6 points below standard</p> <p>Increased 29.2 points</p> <p>14 Students</p>

Conclusions based on this data:

1. The review of Mathematics Performance data indicates that students overall are 70 points below the standard in Mathematics which is a 1 point increase compared to last year.
2. Math Performance data indicates that English Learners are 89 points below standard which is an decrease of 3 points from last year.
3. Math Performance data indicates that Students with Disabilities are 118 points below standard which is an increase of 10 points from last year.

School and Student Performance Data

Academic Performance Science

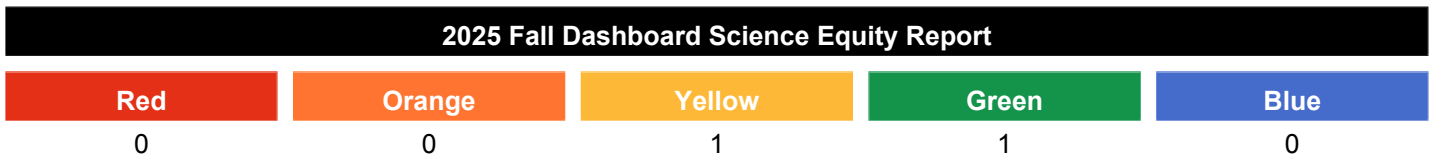
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This section provides number of student groups in each level.



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>Yellow</p> <p>44.5 science points</p> <p>Increased 2.5 points</p> <p>57 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>40.5 science points</p> <p>Increased 5.9 points</p> <p>22 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>0 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>2 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>43.8 science points</p> <p>Increased 2.5 points</p> <p>38 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 10 Students</p>	<p>African American</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 2 Students</p>	<p>American Indian</p>  <p>No Performance Color 0 Students</p>
<p>Asian</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 6 Students</p>	<p>Filipino</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 7 Students</p>	<p>Hispanic</p>  <p>Green 45.1 science points Increased 8.1 points 36 Students</p>
<p>Two or More Races</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 3 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 1 Student</p>	<p>White</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 3 Students</p>

Conclusions based on this data:

1. The review of Science Performance data indicates that students overall are 45 points below the standard in Science which is a 3 point increase compared to last year.
2. Science Performance data indicates Hispanic students are 45 points below standard which is a 8 point increase compared to last year.
3. Science Performance data indicates Socioeconomically Distdvantaged students are 44 points below standard which is a 3 point increase compared to last year.

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

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress  Red 27.8 making progress. Number Students: 90 Students	Long-Term English Learner Progress  No Performance Color making progress. Number Students: 7 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 27.8%	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H 44.4%	Maintained ELPI Level 4 0%	Progressed At Least One ELPI Level 27.8%

Conclusions based on this data:

1. The review of English Learner Progress indicates that 28% of students are making progress. This is a significant increase compared to last year.
2. English Learner Progress Indicator indicates 28% of students decreased one ELPI Level.
3. English Learner Progress Indicator indicates 28% of students progressed 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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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”












This section provides number of student groups in each level.



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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students Yellow 29% Chronically Absent Declined 4 503 Students	English Learners Orange 29.2% Chronically Absent Declined 9.2 137 Students	Long-Term English Learners No Performance Color Fewer than 11 students - No Data for Privacy 9 Students
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless No Performance Color 53.8% Chronically Absent 0 13 Students	Socioeconomically Disadvantaged Yellow 33.2% Chronically Absent Declined 4 361 Students

<p>Students with Disabilities</p>  <p>Red</p> <p>38.2% Chronically Absent</p> <p>Increased 1.2</p> <p>76 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>33.3% Chronically Absent</p> <p>Declined 4.2</p> <p>27 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>
<p>Asian</p>  <p>Red</p> <p>21.1% Chronically Absent</p> <p>Increased 3.7</p> <p>57 Students</p>	<p>Filipino</p>  <p>Orange</p> <p>19% Chronically Absent</p> <p>Increased 1</p> <p>63 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>33.9% Chronically Absent</p> <p>Declined 6.7</p> <p>277 Students</p>
<p>Two or More Races</p>  <p>Yellow</p> <p>17.1% Chronically Absent</p> <p>Declined 8.4</p> <p>35 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>25% Chronically Absent</p> <p>Declined 8.3</p> <p>16 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>29.6% Chronically Absent</p> <p>Declined 0.7</p> <p>27 Students</p>

Conclusions based on this data:

1. The review of CAASPP data indicates 29% of students are chronically absent which is a 4 point decrease compared to last year.
2. All student groups had a decline in chronic absenteeism except for our Asian and Students with Disabilities populations which saw a slight increase.
3. The most significant decline in chronic absenteeism was the 9 point drop for English Learners.

School and Student Performance Data

Academic Engagement Graduation Rate

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

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

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

Red Orange Yellow Green Blue
Lowest Performance Highest Performance

This section provides number of student groups in each level.



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

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. N/A
2. N/A
3. N/A

School and Student Performance Data

Conditions & Climate Suspension Rate

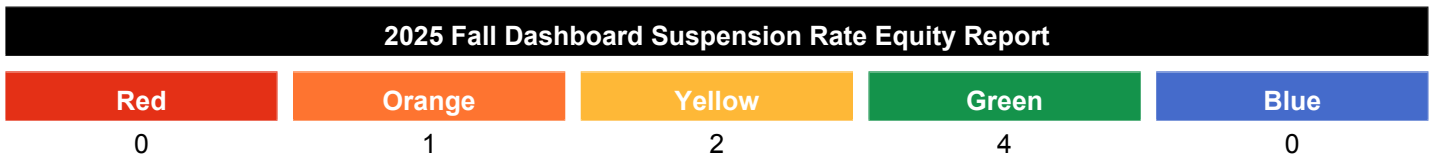
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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







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












This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>2.9% suspended at least one day</p> <p>Declined 2.5%</p> <p>516 Students</p>	<p>English Learners</p>  <p>Green</p> <p>2.1% suspended at least one day</p> <p>Declined 1.9%</p> <p>143 Students</p>	<p>Long-Term English Learners</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>9 Students</p>
<p>Foster Youth</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Homeless</p>  <p>No Performance Color</p> <p>7.7% suspended at least one day</p> <p>13 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>3% suspended at least one day</p> <p>Declined 3.7%</p> <p>369 Students</p>

<p>Students with Disabilities</p>  <p>Yellow</p> <p>2.5% suspended at least one day</p> <p>Maintained -0.2%</p> <p>79 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>3.4% suspended at least one day</p> <p>Declined 2.6%</p> <p>29 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>
<p>Asian</p>  <p>Orange</p> <p>5.2% suspended at least one day</p> <p>Increased 3.2%</p> <p>58 Students</p>	<p>Filipino</p>  <p>Green</p> <p>1.6% suspended at least one day</p> <p>Declined 3.4%</p> <p>64 Students</p>	<p>Hispanic</p>  <p>Green</p> <p>2.5% suspended at least one day</p> <p>Declined 3%</p> <p>283 Students</p>
<p>Two or More Races</p>  <p>Yellow</p> <p>5.4% suspended at least one day</p> <p>Declined 3.5%</p> <p>37 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Declined 11.1%</p> <p>17 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>3.7% suspended at least one day</p> <p>Increased 0.8%</p> <p>27 Students</p>

Conclusions based on this data:

1. The review of CAASPP data indicates our suspension rate declined 3% compared to last year.
2. There was an decrease in suspensions in all groups except for our Asian population which showed a 3% increase compared to last 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 1

Title and Description of School Goal

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

Deeper Learning -- Language and Literacy

Deeper Learning -- Language and Literacy: All students will receive literacy instruction that is tailored to their needs through an equity lens, as measured on State (CAASPP ELA) and local assessments. All students will increase their performance on CAASPP ELA by five percent.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LEA Goal:

21st Century Success in ELA: All students will master the Common Core Standards in English Language Arts or demonstrate growth towards mastery.

LCAP Goal:

All students master the Common Core State Standards as demonstrated on the new Smarter Balanced Assessment.

Identified Need

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

Increase students performance in English Language Arts.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Results Benchmark Assessment Universal Screener Assessment I-Ready Data	On average, students were 33 points below standard on the 24-25 ELA CAASPP.	10 point growth toward distance from Met in all subgroups in English Language Arts.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	-Eden Gardens will regularly provide teachers with additional collaboration time to analyze assessment data and determine the next steps, including intervention/acceleration for students who would benefit from it, with a focus on equity for all students. Eden Gardens will continue implementing interventions, screening, progress monitoring, and data-driven decision-making as part of a multi-level prevention system that is aligned with the RTI framework. -Teachers and the COST team will review student referrals and create a plan of action to support their academic needs. The COST team will meet a	All Students	13,356.00 LCFF i-Ready 9,704.00 Title I i-ready 7,829.00 Title I Certificated Staff Intervention

<p>minimum of two times per month. A process will be developed to determine which students need intensive academic support and what will be included in the action plan.</p> <ul style="list-style-type: none"> -Eden Gardens will provide intervention services to identified students based on our data, including significant subgroups (ELL, Latinx, Socio-Economically Disadvantaged) students, African-American students, and Students with Disabilities. Intervention services will be provided by the school's EL Specialist, and the certificated staff -Intervention outside of school time will be provided to non-proficient students by certificated staff and will start in the Fall of 2026. -Continue school-wide implementation of the i-Ready ELA platform. 		
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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.

We continued the implementation of of additional colloboration time for teachers to analyze fastbridge data to dertime next steps and create small group reading for in class intervention. We offered afterschool Lexia intervantion classes. Each week during morning anncoement we recognized the class that had the highest usage for the week. ELL Specialist conducted intervention classes for EL student using Fountass and Pinell intervention program. We implemented afterschool intervention classes at 3rd through 5th Grades.

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

We where unable to hire a .2FTE Libarary Media Tech.

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.

We will implement the iReady platform for ELA schoolwide with PD for teachers to use with their students. Teachers will learn to gather i-Ready data to monitor instruction and develop intervention groups. We plan to offer after-school intervention to target students below and far below standard. For the 26-27 school year, we implement grade-level data talks in our monthly staff and weekly collaboration meetings to analyze CAASPP, FastBridge, and IReady Data. The teachers will continue to refer students to the COST Team to develop an intervention plan for underperforming students.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Deeper Learning -- Mathematics

Deeper Learning -- Mathematics: All students will receive mathematics instruction that is tailored to their needs, through an equity lens, as measured on State (CAASPP Math) and local assessments. All students will increase performance on CAASPP Math by five percent.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LEA Goal:

- 21st Century Success in Math: All students will master the Common Core Standards in Math or demonstrate growth towards mastery.

LCAP Goal:

- All students master the Common Core State Standards as demonstrated on the new Smarter Balanced Assessment.

Identified Need

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

Increase student achievement in Math.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Results IReady Data Math Benchmark Data	On average, students were 70 points below standard on the 24-25 Math CAASPP.	10 point growth toward distance from Met in all subgroups in Mathematics.

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	1. Eden Gardens will regularly provide teachers with additional collaboration time to analyze assessment data and determine the next steps, including intervention/acceleration for students who would benefit from it. Eden Gardens will continue to develop interventions, screening, progress monitoring, and data-driven decision-making as part of a multi-level prevention system aligned with the RTI framework. 2. Teachers and the COST team will review student referrals and create a plan of action to support their academic needs. The COST team will meet at least two times per month. A process will	All Students	7,829.00 Title I Certificated Staff Intervention

<p>be developed to determine which students need intensive academic or other support and what will be included in the action plan.</p> <p>3. Eden Gardens will provide intervention services to non-proficient students, including significant subgroups (ELL, Latinx, Socio-Economic Disadvantaged) students, as well as African-American students and Students with Disabilities. Intervention services will be provided by teachers after school.</p> <p>4. After-school intervention will be provided to underperforming students by certificated staff</p> <p>5. Eden Gardens will continue to implement the i-Ready Math platform school-wide.</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.

Eden Gardens provided teachers collaboration time to analyze assessment data, progress monitor and identify students for afterschool intervention classes. Collaboration time was used to design grade-level Math lessons.

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

Eden Gardens 4th and 5th grade teacher attended Math PD provided by the district. Teacher were provided substitutes to attend PD.

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.

We will continue to implement the i-Ready platform for Math schoolwide with PD for teachers to use with their students. Teachers will learn to gather i-Ready data to monitor instruction and develop intervention groups. We plan to offer after-school intervention to target students below and far below standard. For the 26-27 school year, we will implement grade-level data talks in our monthly staff and weekly collaboration meetings to analyze CAASPP, Math Benchmark, and iReady data. The teachers will continue to refer students to the COST Team to develop an intervention plan for underperforming students.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Deeper Learning -- English Language Development

Deeper Learning -- English Language Development: English Learners will receive instruction, through an equity lens, that will increase their performance on the English Language Proficiency Assessment for California (ELPAC), as measured by the English Learner Progress Indicator (ELPI) on the California School Dashboard, by 5 percents.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LEA Goal:

- 21st Century Success for English Learners: Increase the number of English learners making annual progress towards demonstrating proficiency in English and mastering the Common Core Standards, or demonstrate growth towards mastery.

LCAP Goal:

- All students master the Common Core State Standards as demonstrated on the new Smarter Balanced Assessment.

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.

Increasing the number of EL students becoming English Proficient.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC	Only 28% of English Learners made progress in 24-25.	Increase the percentage of English Learners who make progress from 28% to 33%.

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	<ol style="list-style-type: none"> 1. Eden Gardens will provide teachers with additional collaboration time to plan Integrated and Designated ELDs that fully support students' language proficiency and access to the content. 2. EL students will attend daily English Language Development (ELD) classes to improve their language development skills. 3. Use Systematic ELD Instructional materials to advance students to at least one level of English proficiency annually. 	English Language Learners	

<p>4. Regularly monitor the English Language proficiency levels using ELPAC and ADEPT assessments.</p> <p>5. Align resources to provide extended learning opportunities for students to develop English language skills. Align resources to provide the EL Specialist to offer LLI intervention support to EL learners who are reading at least two years below grade level.</p> <p>6. The site ELL Specialists will coordinate and facilitate school-wide ELPAC assessments of English Language Learners, input assessments into Illuminate, and develop ELD groupings.</p> <p>7. As appropriate, The principal, EL Specialist, and other staff will meet at least once monthly to review reclassification data, local assessments, and any other student data related to ELL students.</p> <p>8. The intervention teacher and ELL Specialist will provide Leveled Literacy Intervention to EL students.</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.

Eden Gardens provided EL students with daily designated ELD instruction through out the school year. EL Specialists provided Leveled Literacy Intevention to EL Students and PD support with instructional strategies as needed/requested by teachers. Newcomer students used Summit K-12 platform and provided LLI intervention.

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

EL Specialists provided support/PD on instructional strategies for new teachers.

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.

Eden Gardens will develop a plan to complete ELPAC testing a month after the window opens so that we can provide LLI intervention in the Spring for our EL students. EL Specialists will provided support/PD on instructional strategies for teachers teachers.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

Deeper Learning -- Visual and Performing Arts

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

Teacher will collaborate to create arts intergration lesson. Eden Gardens will continue with the Annual Art Showcase Night.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LEA Goal:

- 21st Century in School Climate: HUSD schools will ensure an appropriate and safe climate for all students.

LCAP Goal:

- Increase by 10% the number of students reporting feeling safe and reporting a caring relationship with an adult at school.

Identified Need

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

All 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
Arts integration in the content areas.	70% of teacher are implementing arts intergration.	Increase by 10% the number of teachers intergrating art in to other content areas.

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	Eden Gardens will promote arts integration by hosting performances, showcasing student work, providing teachers with arts integration professional development, and offering after school enrichment.	All Students	
4.2	In addition to the strategies above we will complete a Prop 28 Arts and Music In Schools plan for the 2025-2026 school year.	All Students	

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

We will continue promoting art integration throughout the content areas based on monthly themes. We had an all school art show titled "Art in Motion" that showcased student art work which was well attended by the community.

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

Eden Gardens STEAM Teacher taught art lessons for students in STEAM Prep..

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.

Eden Gardens will provide teachers with Arts Intergation PD for all teachers. The bullten board at the main entrance will be used for showcasing student work. Each grade level will be responsible for displying student on a designated month. For the 25-26 school year we will offer families a series of Family Art Nights.

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 weekly basis, either through standalone SEL curriculum or culture/climate initiatives. Students will report a five percent 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.

LEA Goal:

- 21st Century Success for Attendance: HUSD will maintain 97% attendance at all sites.

LCAP Goal:

- Increase average daily attendance by 1%.

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.

Meet the district goal of 97% attendance.

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
Suspension Data	Suspension Rate has decreased by 2.5%	Decrease Suspension Rate by 5%
California Health Kids Survey	Data Not Available at this time	10% Increase in Feelings of School Connectedness and Safety
Positive Behavior Intervention Data	Suspensions currently trending down slightly	Decrease the number of students suspended by 10%

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
5.1	1. Eden Gardens Social Emotional Counselor will provide teachers and staff with additional resources and professional development in Social-Emotional Learning practices. To dramatically improve school climate through various strategies, activities, initiatives, and events. These may include PBIS school year kick-off activities, Model Citizen recognition ceremonies,	All Students	32,428.00 Title I: Schoolwide Program SEL Counselor

	<p>school-wide assemblies, regularly scheduled COST team meetings, noon supervisor training, weekly STAR Tag award announcements, and student/staff recognition. We will continue to implement an SST, RTI process, and staff training.</p> <p>2. The school continues to implement Positive Behavior, Intervention, and Support (PBIS) and has implemented this program school-wide. Continue PBIS Tier 2 team and Check-in / Check-out (CICO.) During 2025-2026, the school continued implementing the CICO system during the school year and concurrently started the implementation of Tier 3 interventions. During the 2026-27 school year, the school will further refine the Tier 1, Tier 2, and Tier 3 approaches and work on Tier 3 behavior intervention under the guidance of the Social Emotional Counselor.</p> <p>3. The school will continue implementing Restorative Practices, complementing PBIS. The school's Social Emotional Counselor will continue to conduct PD for staff on the Solutions Team Anti-Bullying program and to lead Restorative Practices PD.</p> <p>4. The Social Emotional Counselor will continue to conduct conflict resolution and restorative meetings with students</p> <p>5. Social Emotional Counselor will continue to provide lunch bunch for students, which provides a safe place for them to socialize with peers.</p> <p>6. Social Emotional Counselor will provide individual and small group counseling to students experiencing social, emotional, behavioral, or academic challenges.</p> <p>7. Social Emotional Counselor will provide crisis intervention and support for students experiencing trauma, grief, anxiety, conflict, or other emotional concerns.</p> <p>8. Collaborate with teachers and staff to develop strategies that support positive student behavior and emotional regulation.</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.

Eden Garden contined to implement PBIS Tier I, II, III behavior interventions, We had bi-monthly PBIS assemblies for students. COST Team provided teachers with Behavior Intervention suggestion for and aligned students with appropriate services. The principal and SEL Counselor conducted Solution Teams to adress bullying.

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

Eden Garden designed and implemented Riley's Chill Zone where students have a safe place to manage, process and regulate emotions. SEL Counselor provided daily Lunch Bunch for Students to help students build social skills, relationships and self confidence in a supportive setting.

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.

Eden Gardens new teaching staff will be provided Restorative Practice PD. We will hold a Back to School Picnic for Families to build community. SEL counselor will continue to implement Lunch Bunch and Riley's Chill Zone on a daily basis.

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: Eden Gardens will increase the number of parents participating in school activities, including parent advocacy groups and Family Night Events, by five percent.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Parental Involvement (Engagement)
Pupil Achievement (Pupil Outcomes)

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.

Eden Gardens is committed to closing the opportunity gap and providing equitable practices and policies for all students. This includes but is not limited to discipline policies, parent involvement, learning opportunities, and extracurricular activities. Eden Gardens and HUSD have worked this school year on training staff on equity and anti-racist and biased practices to create a safe and inclusive environment for all students based on racial, gender, and socio-economic needs. An initial commitment to this work has begun and will continue into the next school year and subsequent years.

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
Event sign-in sheets	In 24-25, we only offered 3 school-wide family events.	Increase number of family evenys to 6 for 26-27 school year.

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	<p>1. Eden Gardens will provide additional options and opportunities for parents to participate in family nights and school activities by offering more flexible timing, translating for parents, and emphasizing parent-requested discussion topics.</p> <p>2. The Parent Center will serve as the general location for parent/caretaker meetings, workshops, advisory group meetings, and a workspace for cleared parents/caretakers volunteering at the school.</p> <ul style="list-style-type: none"> Funds for materials, supplies, parent meetings, training, and family night events will be allocated. 	All Students	<p>1,000.00 Title 1: Parent Allocation</p> <p>None Specified</p> <p>None Specified</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.

Our Family Engagement Specialist provide communication to families for family night events. We hosted movie nights and family paint night. All events were well attended.

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

Family Engagment Staff hosted a Bike Mobile Repair for Families.

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.

We will increase communication to parents and families regarding events including multiple reminders. We will increase the number of family nights by 10%.

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: Eden Gardens will decrease chronic absenteeism by 5% in the 24-25 school year.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

Continue to decrease chronic absenteeism for all student groups

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Data	29% Chronically absent	Decrease Chronically absent students by 5% for the 26-27 school year.

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	<p>Eden Gardens staff will collaborate with the district's Child Welfare and Attendance division to reduce families' barriers to attendance, including early intervention and COST services.</p> <p>1. Student attendance will be regularly monitored and reported to the Principal,</p> <ul style="list-style-type: none"> Attendance Clerk to inform the Principal of students with excessive amounts of tardiness and/or absences Follow up with the Attendance Clerk for chronically tardy and/or absent students Daily absence phone calls via Blackboard Connect Weekly morning announcement broadcast of the Top Attendance grade levels via all calls to the entire school. 	All	<p>1,000.00</p> <p>Title I: Schoolwide Program</p> <p>Academic/Attendance Awards</p>

	<ul style="list-style-type: none"> • Improved and Top Attendance recognition on a monthly and trimester basis • Top grade level with perfect attendance percentage (monthly) will be recognized. <p>2. Collaboration with the school Social Emotional Counselor, COST, School Nurse, and Attendance Clerk and CWA.</p> <ul style="list-style-type: none"> • Disseminate attendance data and strategies at parent meetings (PTA, AASAI, etc.) SSC meetings and ELAC meetings. • Include attendance articles monthly in the Roadrunner newsletter. • Home visits when necessary. • Parent Truancy Meetings, <p>3. Student-Centered positive promotion</p> <ul style="list-style-type: none"> • Monthly Awards for Perfect Attendance • Top grade level with the highest perfect monthly Attendance percentage will be awarded the Perfect Attendance Trophy • Classrooms with top attendance will be announced during Weekly Announcements. • Students with improving and top attendance will be recognized each trimester with awards and certificates. • At the end of the year, all students with top attendance for the year will be recognized with a certificate. <p>4. Students who need to improve attendance will also be monitored closely for academic progress and recommended for academic interventions as needed.</p> <p>5. All applicable school staff will increase communication of the importance of daily attendance and the impact of absences on students' parents and the community. This will be achieved by Monthly newsletters, attendance data presented in parent meetings (ELAC, PTA, SSC, Staff meetings, etc.)</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.

Eden Gardens increased its outreach for families experiencing challenges related to attendance. Our Attendance Clerk engaged in frequent outreach on the positive impact of daily attendance with families. Chronic absenteeism was 29% which is a 3% decrease compared to previous year.

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

We implemented a monthly attendance trophy for primary and intermediate classrooms who had highest percentage of perfect attendance during the month.

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.

Attendance incentives will begin to include Pop Its, Mochi Squishies, Attendance Ribbons. Each month we will award attendance trophy to the class who has the highest perfect attendance rate for the month. The class also will be recognized and pictured in the monthly newsletter to families.

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$73,146.00
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	\$25,362.00

Subtotal of additional federal funds included for this school: \$25,362.00

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	\$13,356.00
Title 1: Parent Allocation	\$1,000.00
Title I: Schoolwide Program	\$33,428.00

Subtotal of state or local funds included for this school: \$47,784.00

Total of federal, state, and/or local funds for this school: \$73,146.00

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	13,356.00	0.00
Title I	59,790.00	34,428.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	13,356.00
Title 1: Parent Allocation	1,000.00
Title I	25,362.00
Title I: Schoolwide Program	33,428.00

Expenditures by Budget Reference

Budget Reference	Amount
	39,718.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF	13,356.00
	Title 1: Parent Allocation	1,000.00
	Title I	25,362.00
	Title I: Schoolwide Program	33,428.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	30,889.00
Goal 2	7,829.00

Goal 5
Goal 6
Goal 7

32,428.00
1,000.00
1,000.00

School Site Council Membership

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

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

Name of Members	Role
Bryan Holbrook	Classroom Teacher
Lynette Nielsen	Classroom Teacher
Carolyn Barrientos	Classroom Teacher
Patty Silva	Other School Staff
Margaret Alfaro	Parent or Community Member
Jazmin Leon	Parent or Community Member
Laura Zessi	Parent or Community Member
Tania Salazar	Parent or Community Member
Adriana Toribio	Parent or Community Member
Craig McKinley	Principal

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on 5/11/26.

Attested:



Principal, Craig McKinley on 5/11/26



SSC Chairperson, Carolyn Barrientos on 5/11/26



ELAC Representative, Sandra Aguillar on 5/11/26

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.

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

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