

School Year: [2026-2027]

School Plan for Student Achievement Template

The instructions and requirements for completing the School Plan for Student Achievement (SPSA) follow the template in the [SPSA Template Instructions](#).

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Edenvale	43696256093066	May 12, 2026	Pending Board Approval June 18, 2026

Plan Description

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

At Edenvale, our vision is for our students to become not only college-bound and career ready, but also life-long learners, 21st century leaders, and productive global citizens. Our mission is to close the achievement gap by developing high-achieving students, effective communicators, and skilled problem solvers. To accomplish this, Edenvale boasts a strong one-way bilingual strand from K to 6th grade and stands as a flagship Demo site for its innovative Sobrato Early Academic Language (SEAL) model. Edenvale is also home to a groundbreaking college-bound program called "Adopt-a-College" which instills collective self-efficacy around attending and graduating from college, and promises a college scholarship for former Edenvale students.

At Edenvale School, we believe that every student can achieve at high levels. Therefore, a fundamental aim of our educational programs is to ensure that each student possesses the competence and confidence that would guarantee success at the next level. This plan is our roadmap for building and sustaining a strong and effective instructional core in every classroom. It is our articulation of the vision for student learning. Effective teaching, capable instructional leadership and strong relationships are crucial to realizing our community's hopes and dreams for student learning and development. This focus articulates the teaching practices, leadership practices and organizational practices that have become the norm throughout our school system. Our focus expresses our collective responsibility for student learning and motivates us all – school, home, and community – to collaborate in ways that will turn our good intentions into strong results for students.

At Edenvale, we have adapted to ensure that our students continue to learn at high levels. Our teachers maintain rigorous, relevant, and engaging instruction through google classroom and google meets. Students are expected to participate and meet grade level common core expectations.

We work closely with community members throughout the district and analyze student performance data on an ongoing basis. Five goals, outlined below, have been identified as the focus within our current three year LCAP plan to improve outcomes for all students.

Goal 1 - *All students will be proficient in meeting and/or exceeding all Common Core State Standards.*

Goal 2 - *We will accelerate the academic achievement toward meeting or exceeding standards for English Learners (EL), low socioeconomic disadvantaged students, Foster Youth, and students of color, as well as increase the language proficiency for EL.*

Goal 3 - *We will provide an inclusive learning environment for students with disabilities to best support social, emotional and academic development.*

Goal 4 - *We will actively engage parents and community members in supporting the implementation of CCSS instruction and providing input to program decisions.*

Goal 5 - *We will provide safe, engaging, and creative learning environments.*

Educational Partner Involvement

How, when, and with whom did your 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

Edenvale's efforts to solicit educational partners feedback to inform educational partners of the plan for the 2026-27 school year. In addition to informing the use of federal categorical monies as it relates to the School Plan for Student Achievement (SPSA) and the Local Control Accountability Plan (LCAP), began in February and continued regularly throughout the development process. Edenvale's plan explicitly identified research, survey and data collection as the first and foundational phase of planning. Engaging in outreach and surveying educational partners has provided and continues to provide staff and administration invaluable input to inform the school's planning in Academics, Attendance, Engagement, Culture and Climate, Nutrition Services, and Public Health.

Throughout the 2025-2026 school year, we were able to engage parent and family involvement in person on our school campus and hear their input in what they would want to see at school in support for their child's success. For the 2026- 2027 school year we will continue to hold in-person meetings and invite parents in our classroom for classroom events and SEAL gallery walks. We will continue to send out monthly announcements to update families of upcoming events and pertinent information and update our school website and social media page so pertinent information can be taken off of them as well.

To develop a comprehensive School plan, Edenvale engaged a broad range of stakeholders, including:

- *Edenvale School Site Council*
- *Edenvale ELAC & Hispanic representatives*

- Staff members through dedicated meetings
- Families through monthly meetings with the principal.

Presentations to these educational partners included a review of school performance, program updates, and opportunities for collaboration to strengthen our educational community. We will also take this opportunity to share the learnings happening in and out of the classroom setting.

*Presentations to educational partners included:
School Site Council on May 12, 2026*

Resource Inequities

As we prepare for the 2026-27 school year we recognize that there is a shortage of resources such as cultural and bilingual supports, as well as release time to visit bilingual classrooms. Second, professional development is needed to provide teachers with more actionable high leverage strategies and more in-depth metacognitive knowledge about their cultural identity and biases. Third, teachers should be trained to participate effectively by analyzing English learner academic work, professional learning communities and instructional rounds to positively affect attribution and collective efficacy. Fourth, the school should enhance resources and professional capacity by providing more bilingual and culturally linguistically responsive materials.

Comprehensive Needs Assessment

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.

Data shows that Hispanic, English Learner (EL) students and socioeconomically disadvantaged students are performing at a lower rate than their peers in both English Language Arts (ELA) and Math. The 2025 CA Dashboard level for this student group was red in for ELA, which indicates a need for increased interventions and support. In Math, our Hispanic and Socioeconomically disadvantaged students both saw growth being in the yellow performance level. Our EL and Students with Disabilities (SWD) both saw accelerated growth and our Asian students saw exceptional growth. Reviewing this data with staff, our School Site Council and English Learner Advisory Committee, it has been determined that the following steps will need to be taken in order to improve the performance level of the needed student groups:

A 0.7 Instructional Coach was hired to meet the needs of all students with a focus on English Language Learners. Teachers will also benefit from coaching and continued professional development (PD) throughout the school year. Next year, teacher professional development around the new ELA curriculum will be given to help ensure that it is adjusted and best teaching strategies to give the targeted student groups better access to the curriculum is met. With the support of the District English Learner Teaching Partner (ELTP), staff will receive ongoing training around mathematical language and data talks for English Language Learners. In addition, Relex and Frax will continue to be purchased and utilized to help fill in the gaps in Math.

Data shows that our Students with Disabilities. Our EL and Hispanic students are also in the yellow and are struggling in the area of Chronic Absenteeism. The CA Dashboard shows they are in the orange level indicating more support is needed for this subgroup. Reviewing the data with our School Site Council, our English Learner Advisory Committee and staff, it has been determined that the following steps will be taken to help improve performance for the needed student groups:

We will provide a Social Worker Intern and Wellness Center Coordinator to support our students with chronic absenteeism and run the Wellness Center. The Wellness Center Coordinator will also have an attendance club where she will focus on students who are chronically absent. They will also connect with families of targeted student groups and support students through 1:1 therapy or in small groups. Also, a part time Reading Interventionist will be hired to help struggling readers. Our district Community Liaison will also connect with all families, specifically the target student groups on a plan to support getting students to school on a regular basis.

Goals, Strategies/Activities, and Expenditures

Goal # 1: Students Meet Common Core Standards

Goal	Description
Goal #1	All students will be proficient in meeting and/or exceeding all Common Core State Standards. All teachers are implementing Common Core standards, strategies, and materials. 3% more Edenvale students school-wide will perform at/above grade level on the 2026 Smarter Balanced Assessment Consortium (SBAC) in ELA and Math.

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.

With the implementation of CCSS and SBAC, we are finding that our students are showing gaps in foundational literacy skills and foundational math skills. We plan to focus our coaching on balanced literacy skills and foundational literacy skills. We also plan to provide on-going continued professional development to our staff regarding the new English Language Arts curriculum.

ELA Instructional Focus

With respect to ELA achievement, there are still many students struggling in reading at Edenvale. Last year, only 21% met or exceeded grade level standards in ELA on the SBAC assessment. There is an identified need for more Tier one and Tier two reading interventions including guided reading, readers workshop Mini-lessons (link to self-assessments), use of reading progressions, research based practices targeting

struggling students, refinement our delivery of all components of the workshop, and the use of common language across grade levels.

Math Instructional Focus

With regards to math achievement at Edenvale, there are 25% of Edenvale students who have met standards based on 2024 SBAC results in Math. There was a growth of 10% from last year's scores meeting our goal. With that being said, the academic gaps in math, specifically in concepts and procedures, are holding our students back from making progress towards closing the achievement gap. Concentration will be given on professional development training in Math; focusing on vocabulary and writing and Professional Learning Communities (PLC) work. With an increase in the use of math language, visuals and the use of math practices, we will support our ELs so that they make better gains in math. In addition to the new math program, students will continue to have access to iReady Math, and Reflex and Frax Math, so that they can work on their math fluency skills that are needed to work and understand multi-step math problems.

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
SBAC Scores	2023-2024 21% ELA Met or Exceeded Standard 15% Math Met or Exceeded Standard 2024-2025 22% ELA Met or Exceeded Standard 25% Math Met or Exceeded Standard 2025-2026 - Available August 2026	Annual Growth of 3% overall
CA Dashboard Academic Indicator	2023-2024 - ELA: Orange - Math: Red 2024-2025 - ELA: Red - Math: Yellow 2025-2026 - Available Fall 2026	Blue, Green or Increase of One Performance Level
Local Benchmark Assessments (i-Ready Mid-Year)	2023-2024 - ELA: 20% on or above grade level - Math: 14% on or above grade level 2024-2025 - ELA: 17% on or above grade level - Math: 15% on or above grade level 2025-2026 - ELA: 25% on or above grade level - Math: 18% on or above grade level	Annual Growth of 3% overall

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	Funding Source(s)
0.7 FTE TOSA/Coach	A Coach will support all grade levels through SEAL (Sobrato Early Academic Language), TWIG Science Curriculum, Envision/math curriculum, Common Core English Language Arts and English language development. The coach will be utilized to co-teach, model, and coach the teachers on an ongoing basis.	EL Students who are 1 to 2 levels behind in their ELA & Math	\$129,130	Title I
ELTP	English Language Teacher Partner (ELTP) to support and ensure English Language Learner (ELs) students' needs are being met and are accurately identified as needing support by teachers and instructional tutors	All ELs	\$0	District Funded
ELTP Instructional Assistant	An Instructional Assistant to help support English Language learners and newcomers in reading and writing.	Newcomers and LTELS	\$0	District Funded
Reading A-Z	Computer based program used for guided and independent reading.	All Students	\$3,016	Title I
Reflex Frax Math	Computer based program used for math to help close the gap in mathematics	All Students	\$4,500	Title I
Professional Development	Professional development training will be offered to help ensure teachers are utilizing the programs in the most resourceful way to support student learning.	All Students	\$1,000	Title 1
Teacher Release Days	A set allocation of release time so that teachers can plan, prepare and reflect around the school's problem of practice to help strengthen the Tier 1 Instruction. Release days will be facilitated by ELTP and Coach	All Students	\$3,042	Title I

Academic/ Instructional Supplies	Instructional supplies for new teachers, as well as any other teacher, to help support classrooms with the needed materials to give students better access to the curriculum or standards at their grade level	All Students	\$3,225	Title I
Materials/ Supplies	Needed classroom materials to help teacher provide support students need to reach grade level standards	All Students	\$8,714	LCFF
Learning Environment Support/ Assemblies	Assemblies throughout the year that educates students around people of color's achievements and provide learning on how to problem solve both socially and academically	All Students	\$2,000	LCFF
Field Trips	Bringing standards to life - opportunities for students to travel to places where they will have hands on learning and real life experiences as described in their grade level standards	All Students	\$7,000	LCFF
Better Getting Stronger - Program	Providing students with weekly PE classes and games daily through a PE program to help boost students physical activity which in turn boost student's cognitive ability.	All Students	\$34,000	Title I

Goal 1 Action 1: (ELA & Math) Alignment of Instruction

For ELA: Tasks include:

1. One common professional development day for all teachers will be provided with a focus on common backwards mapping, collaborative planning, and common assessment with a focus on needs supporting our English learners in accessing grade level standards.
2. Due to the time investment of the SEAL Model, the English Learner Teacher Partner (ELTP) focus will be on primary teachers and developing the year long plan and the units of study.
3. Teachers will implement designated and integrated ELD (English Language Development) to support the English Language Learners and the English-only learners to develop stronger language skills.
4. Teachers will use guided reading during their teaching day to improve the student's instructional and independent reading levels.
5. Teachers TK-6 will participate in the SEAL Model and implement the strategies with their students.
6. Principal will provide teachers release time for grade level planning. Coaches will facilitate these days and use them for results oriented cycles of inquiry on student data, professional learning, and unit planning.
7. This year, the school is focused on both math & ELA as a core goal, and in particular Writer's workshop. Instructional coaches will provide ongoing coaching support to implement morning meetings and Writer's Workshop while making connections to SEAL. Principal and staff will support teachers to analyze student writing samples to inform instruction.

For Math, tasks include:

1. All teachers will utilize Envision Math to help with pacing of the common core standards in Mathematics.
2. All teachers will have students engage in daily number talks.
3. Grade level teachers will participate in results oriented cycles of inquiry analysis and planning days.

Goal 1 Action 2 (ELA & Math) Strategies and Materials**For ELA, Tasks include:**

1. Staff will provide a variety of instructional materials to improve student achievement and align to the Common Core Standards.
2. Principal will provide licenses and access to Reading A-Z.

For Math:

1. Principal will purchase support materials such as Reflex/Frax to supplement the curriculum currently being utilized while teaching math common core standards.
2. Teachers will implement number talks on a daily basis.

Goal 1: Action 3: (ELA & Math) Extended Learning Time**For ELA Tasks include:**

1. Staff will be provided the opportunity to teach after school interventions, in English language arts or math, to identified students.
2. CORAL (after school expanded learning opportunities program) provides homework opportunities.

For Math, tasks include:

1. Staff will provide targeted flexible group math instruction for students scoring below standard.
2. Staff will have the opportunity to provide after school math academies will be provided for students below grade level.
3. Teachers will provide math online interventions through the REFLEX/FRAX app.

Goal 1 Action 4: (ELA & Math) Increased Opportunity**For ELA, Tasks include:**

1. Staff will provide additional English Language Development (ELD) support through interventions to the identified 3rd-6th grade EL students who are English Language Proficiency Assessment for California (ELPAC) level 1 and 2 in listening and speaking.
2. Staff will provide online English language arts resources with the new ELA curriculum (pending board approval).

For Math, tasks include:

1. Teachers will meet regularly and engage in professional learning communities at site grade level meetings to ensure common core standards are being taught.
2. We will continue to focus this year on math problem solving and fluency. Principal, district instructional coaches, and site instructional coaches will provide ongoing support to teachers to deepen math instructional strategies. They will also support teachers in analyzing student writing samples to inform instruction and improve written responses in math problem solving questions.

Goal 1 Action 5: (ELA & Math) Staff Development

For ELA Tasks include:

1. Principal provides release time for TK-6 grade teachers participating in Sobrato Early Academic Language (SEAL) Model training & planning/release time.
2. The district and Sobrato Institute will provide professional materials and training for the SEAL Model.
3. The TK-6th grade teachers and coaches will attend and participate in the SEAL modules and collaborative grade level unit development days.
4. Principals will attend SEAL principal professional development days 3 times per year.
5. Principal and instructional coaches provide staff professional development on ELD Standards, Integrated/designated ELD and the ELA/ELD Framework.
6. Staff will participate in a comprehensive professional development series that may feature interactive, virtual launch sessions and self-paced online modules to master the new ELA curriculum's instructional shifts. To ensure long-term success, this training will be supplemented by ongoing, job-embedded coaching and collaborative grade-level planning time focused on lesson internalization and analyzing student work. Educators will also have access to a digital implementation toolkit and dedicated office hours with literacy specialists to provide continuous support throughout the academic year.

For math, Tasks include:

1. Parent/Teacher goal setting conferences will take place in the fall and as needed throughout the year. Translation of all necessary documentation for home will be provided.
2. SEAL gallery walks, expositions of students' final projects at the end of a given thematic unit, will integrate math as well as language arts.
3. Professional development to give teachers with the most up- to-date teaching strategies.

Goal 1 Action 6: (ELA & Math) Auxiliary Services

For ELA Tasks include:

1. The Instructional Leadership Team (ILT) defines goals, contributes to the theory of action, provides input on plans, monitors progress.
2. The ILT develops a systematic approach for two-way communication between the ILT members and the rest of the staff.
3. ILT members take a more active role in leading professional learning opportunities through actions such as facilitation of professional development sessions and teacher collaboration.

For Math, Tasks include:

1. Instructional practices will be assessed regularly at coaches meetings, instructional leadership team meetings, staff meetings, and grade level meetings using the instructional focus as a basic rubric.
2. Students will be assessed using end of module tests.
3. Results of assessments will be analyzed by the principal and staff.
4. Student achievement will be discussed at 6-Week Results Oriented Cycle of Inquiry (ROCI) Planning Sessions.
5. The teachers and grade level teams review and analyze the data to guide their instruction through results oriented cycles of inquiry.

6. Mailing families test scores (i-Ready, SBAC, ELPAC) and attendance reports, which greatly impacts student achievement.

Goal 1 Action 7: (ELA & Math) Monitoring Program and Results

For ELA, Tasks include:

1. Administrator and Edenvale Support Team meet with classroom teachers annually to discuss progress of students in all grade levels TK - 6.
2. Staff develop an instructional focus to define and guide expectations for teacher practices and student learning. Key instructional practices included in this focus are SEAL, guided reading, designated and integrated ELD, problem-solving for math, and embedded technology and 21st century skills.
3. Staff analyze student assessments including F & P running records, unit tests, and teacher created assessments, as well as student work.
4. K-6 teachers administer the iStation (Spanish for bilingual classes) and language arts assessments 3 times per year.
5. The teachers and grade level teams review and analyze the data to guide their instruction through the cycle of inquiry.

For Math, tasks include:

1. After school math academies will be offered to students not at standard in grades 3-6
2. CORAL, an after-school expanded learning opportunities program, will provide expanded homework opportunities.
3. Adaptive math lessons are accessible to all students to work on at home and at school.

Annual Review

SPSA Year Reviewed: 2025-2026

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.

Goal Analysis

An analysis of how this goal was carried out in the previous year.

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

The strategies and activities implemented to achieve the goal were executed with varying degrees of effectiveness. While some initiatives showed promising results, others faced challenges, such as resource constraints and engagement issues. All team members were provided at least two planning release days. One was dedicated to backwards mapping both ELA and math, as well as enVision math development. Dual language teachers were released to discuss pedagogy and instructional minutes in both English and Spanish.

Over the past year, 15 to 20 targeted student groups received focused instruction in phonics, reading comprehension, writing, and oral language development, facilitated by our Instructional Coach. These small-group interventions were carefully tailored, data-driven, and responsive to the evolving needs of each student.

Overall, there were notable achievements, but areas for improvement remain, particularly in ensuring consistent monitoring and evaluation practices to optimize future efforts.

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

While some strategies were executed as planned, others required adjustments due to unforeseen circumstances or resource limitations. These disparities highlight the importance of flexible budgeting and adaptive planning to effectively address evolving needs and challenges in achieving school standards.

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.

There are no major changes being made to this goal or the associated strategies for achieving it. These approaches are expected to directly impact our i-Ready and CAASPP scores, where we anticipate a significant increase in projected proficiency as a result of these sustained efforts. With the amount of growth that was seen in our math scores, it is evident that we are on the right track. Continued focus will move our work forward.

GOAL 2: ACADEMIC ACHIEVEMENT OF ELs

Goal	Description
Goal #2	We will accelerate the academic achievement toward meeting or exceeding standards for English Learners (EL), low socioeconomic disadvantaged students, foster youth, and students of color, as well as increase the language proficiency for EL by 3%.

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.

In ELA, English Learners, Hispanic students, and socioeconomically disadvantaged students are identified at a red performance level through the California Dashboard. In Math, our English Learners (ELs), Hispanic students, and Socioeconomically Disadvantaged students are performing at an orange level through the California Dashboard.

Therefore, staff will implement the SEAL model in grades TK-6. Teachers work with the English Language Teacher Partner (ELTP) coach, discuss progress and needs of EL students and strategize together. All staff will implement the California ELA/ELD standards and strategies within all content areas. Creation of structured

activities within the classroom involving collaboration and communication will be beneficial to English Language learners, as well as strengthening skills in oral and written communication in English.

Our Chronic Absenteeism rate remains in the Orange tier overall. Students with Disabilities are in the Red. Both EL and Hispanic students are in the Orange.

To maintain this momentum and further reduce absenteeism, we will continue to support students through regular wellness checks conducted by our dedicated Social Workers, Marriage and Family Therapists, and Community Liaison. This approach ensures early intervention and personalized support, promoting consistent school attendance and overall student well-being.

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
English Learner Reclassification Rate	2023-2024 3% 2024-2025 5% 2025-2026 12%	15%-20% of English Language Learners Reclassified Annually
Long Term English Learner Rate (LTELs)	2023-2024 25% 2024-2025 6% 2025-2026 1%	20% or less of English Language Learners Identified as LTEL

Local ELA Benchmark Assessments for Student Groups (i-Ready Mid-Year)	2023-2024 • 17% of Latino students scored at or above grade level • 38% of Black students scored at or above grade level • 10% of English Language Learners scored at or above grade level 2024-2025 • 15% of Latino students scored at or above grade level • 28% of Black students scored at or above grade level • 9% of English Language Learners scored at or above grade level 2025-2026 • 23% of Latino students scored at or above grade level • 50% of Black students scored at or above grade level • 10% of English Language Learners scored at or above grade level	Annual Growth of 5% for Listed Student Groups
Local Math Benchmark Assessments for Student Groups (i-Ready Mid-Year)	2023-2024 • 11% of Latino Students scored at or above grade level • 25% of Black students scored at or above grade level • 6% of English Learners scored at or above grade level. 2024-2025 • 11% of Latino Students scored at or above grade level • 28% of Black students scored at or above grade level • 10% of English Learners scored at or above grade level. 2025-2026 • 15% of Latino Students scored at or above grade level • 25% of Black students scored at or above grade level • 14% of English Learners scored at or above grade level.	Annual Growth of 5% for Listed Student Groups

CA Dashboard Academic Indicator

2023

- ELA
 - Hispanic/Latino students scored in the Red
 - Black students had no performance color
 - English Language Learners scored in the Orange
 - Foster Youth had no performance color
 - Socioeconomically Disadvantaged students scored in the Orange
- Math
 - Hispanic/Latino students scored in the Orange
 - Black students had no performance color
 - English Language Learners scored in the Orange
 - Foster Youth no performance color
 - Socioeconomically Disadvantaged students scored in the Yellow

2024

- ELA
 - Hispanic/Latino students scored in the Red
 - Black students had no performance color
 - English Language Learners scored in the Red
 - Foster Youth had no performance color
 - Socioeconomically Disadvantaged students scored in the Red
- Math
 - Hispanic/Latino students scored in the Orange
 - Black students had no performance color
 - English Language Learners scored in the Orange

Blue, Green, or Increased of One Performance Level for listed student group

	○ Foster Youth no performance color ○ Socioeconomically Disadvantaged students scored in the Orange	
	2025 ● ELA ○ Hispanic/Latino students scored in the Red ○ Black students had no performance color ○ English Language Learners scored in the Orange ○ Foster Youth had no performance color ○ Socioeconomically Disadvantaged students scored in the Orange ● Math ○ Hispanic/Latino students scored in the Yellow ○ Black students had no performance color ○ English Language Learners scored in the Yellow ○ Foster Youth no performance color ○ Socioeconomically Disadvantaged students scored in the Yellow	

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	Funding Source(s)
Field Trip Fees	Provide assistance to students who do not have the monetary means to afford field trip fees	Socio-disadvantaged students	\$500	Title I
Wellness Center Support	A social worker intern will help run the Wellness Center so that the center can be open 5 days a week.	All Students	\$30,000	Title I
Teacher Planning Days	A set release time so that teachers can plan, prepare and reflect around the school's high ELL population. To help strengthen the Tier 1 Instruction for potential LTELs. Release days will be facilitated by ELTP and Coach	All Students	\$3,042	LCFF
Community Liaison	Community Liaison will meet and work with families in need to provide resources and/or support.	All Students	\$0	District Funded
Istation	Computer Based Program to see how students Spanish Literacy	K-6 Dual Language Students	\$0	District Provided
Science Camp Stipend	Provide teachers with the overnight stipend that allows them to support our students while at camp	All Students	\$1,104	LCFF
0.7 FTE TOSA/Coach	A Coach will support all grade levels through SEAL (Sobrato Early Academic Language), TWIG Science Curriculum, Envision/math curriculum, Common Core English Language Arts and English language development. The coach will be utilized to co-teach, model, and coach the teachers on an ongoing basis.	EL Students who are 1 to 2 levels behind in their ELA & Math	\$0	Monies in Goal 1

Goal 2 Action 1: (EL) Alignment of Instruction

Tasks include:

1. We will implement Integrated and Designated ELD at all grade levels (TK-6), implement and monitor the ELPAC Testing process on site, implement strategies learned in SEAL training, and backwards map common core standards and English language development standards into SEAL.

Goal 2 Action 2: (EL) Strategies and Materials

Tasks include:

1. Designated English learner development strategies (flexible small groups based on instructional need) will be employed.
2. Materials will be purchased to supplement instruction such as non-fiction texts, leveled readers, dictionaries, realia, manipulatives, and textbooks.
3. Intensive interventions (such as Leveled Literacy Instruction (LLI), Units of Study, etc) will be used by teachers and instructional assistants.
4. Teachers and students will create a print rich environment (K-6 using the SEAL MODEL).
5. Teachers will use audio visual support in classrooms including listening centers, projection devices, and document cameras.
6. Teachers will utilize the leveled book room.
7. Teachers will implement the Sobrato Early Academic Language model.
8. Use sentence frames and oral language rubrics during class discussions to track speaking progress.

Goal 2 Action 3: (EL) Extended Learning Time

Tasks include:

1. Staff will provide students who are below grade level with extended learning opportunities before, during and after school.
2. Staff will provide English learners after-school literacy academies in grades K-6.
3. Staff will provide supplemental educational services through after school interventions and tutoring in ELA or math to identified students.

Goal 2 Action 4: (EL) Increased Opportunity

Tasks include:

1. The staff provides multiple and flexible opportunities for small-group differentiated instruction for students performing below grade level.
2. The staff provides additional ELD support through Rosetta Stone to the 3rd-6th grade EL students who scored 1 and 2 on ELPAC test in listening and speaking.
3. The staff will provide ELA/Math interventions aligned based on assessments.

Goal 2 Action 5: Strategy Title: (EL) Auxiliary Services

Tasks include:

1. Translator will translate parent and community documents.
2. Childcare providers will provide child care during parent meetings.
3. Parent Faculty Association meetings and Hispanic parent meetings will be offered.

Goal 2: Action 6: (EL) Monitoring Program and Results

Tasks include:

1. Staff will analyze student assessments including Fountas & Phinney, running records, unit tests, and teacher created assessments, as well as student work.
2. Teachers will gather and analyze profiles of at-risk students including data from SBAC, ELPAC, iStation (Spanish K-6) and ongoing assessments and student work.
3. K-6 teachers administer the math, writing, and iStation (Spanish for bilingual classes) Language Arts and Math assessments throughout year. The teachers and grade level teams review and analyze the data to guide their instruction through the cycle of inquiry.
4. K-6 teachers will also use the ELPAC data to inform the needs of their ELs along with the iReady data, formative assessments and student work. This will be done in collaboration with Partners in School Innovation (PSI).
5. K-6 teachers will conduct regular small-group reading conferences to monitor language development and comprehension skills.
6. Use formative assessments such as exit tickets, quick writes, and academic vocabulary checks to monitor daily progress.
7. Track reclassification criteria, including assessment scores, classroom performance, and teacher feedback.

Goal 2 Action 7: Strategy Title: (EL) Staff Development

Tasks include:

1. Staff will participate in cycles of inquiry on professional development days. They will review ELPAC practice and benchmark assessment data to identify growth areas and instructional needs.
2. Principal will provide release time for cycle of inquiry, teacher evaluations, backwards mapping, etc.
3. The bilingual team will plan during articulated meetings one to two times a year.
4. The TK-6th grade and new to Edenvale teachers and coaches will attend and participate in the -SEAL modules and collaborative grade level unit development days. Also, release time for SEAL model professional development (5 unit planning days) will be provided.
- 5.
6. The principal will provide staff professional development on ELD (English Language Development) standards, integrated/designated ELD, and the ELA/ELD Framework.

Annual Review

SPSA Year Reviewed: 2025--2026

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.

Goal Analysis

An analysis of how this goal was carried out in the previous year.

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

We have made progress towards reclassification of our EL students and have also decreased the number of LTELs, it is our continued goal to increase our percentage by 5%. This past year we only had two students identified at LTELs.

The overall implementation of strategies and activities to support the academic achievement of English Learners has been effective in promoting language development and increased student engagement. Teachers consistently utilized designated and integrated ELD strategies, including sentence frames, collaborative discussions, targeted small-group instruction, and differentiated supports aligned to students' language proficiency levels. Regular analysis of assessment data, classroom observations, and progress monitoring allowed staff to adjust instruction and provide timely interventions.

As a result, English Learners demonstrated growth in academic language, participation, reading comprehension, and written expression. Continued collaboration among teachers, support staff, and families contributed to creating a supportive learning environment focused on student success and progress toward reclassification goals.

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

This year, our work around Anti-Bias Anti-Racism (ABAR) has had a meaningful and positive impact on both staff and students. Through professional learning opportunities, collaborative discussions, and intentional reflection practices, staff have deepened their understanding of creating inclusive and equitable learning environments where all students feel seen, valued, and respected. Teachers have incorporated culturally responsive practices and meaningful conversations into their classrooms, helping to strengthen student voice, belonging, and engagement. Feedback from staff has been overwhelmingly positive, with many sharing appreciation for the opportunity to engage in thoughtful dialogue, reflect on practices, and build stronger connections within our school community. The continued commitment to ABAR work has fostered a culture of empathy, inclusivity, and shared responsibility across our campus.

Release days were spent to gain further knowledge in Math, Anti-Biased, Anti-Racist, and Designated English Language Development and how to better support ELs in this new curriculum.

In PLC (Professional Learning Community) groups, teachers remain focused on supporting English Language Learners (ELLs) especially in writing, consistently tracking their progress on key academic goals. However, it has become clear that more dedicated time is needed to gather deeper evidence and insights into their ongoing academic growth.

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

To assist with the socio-emotional development/support of all students we continue to have a full-time Wellness Center support at Edenvale. The Wellness Center has been a place where many of our

new EL students have come to decompress and/or take a quick break from the learning environment. This past year families have stressed about immigration/citizen status. The Wellness Center Coordinator has been a big support for our students. Especially those who are crying, dysregulated, and do not know what will happen.

GOAL 3: INCLUSIVE ENVIRONMENT FOR STUDENTS WITH DISABILITIES

Goal	Description
Goal #3	We will provide an inclusive learning environment for students with disabilities to best support social, emotional and academic development. The percentage of RSP students scoring proficient will increase by 5%.

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.

On the CA Dashboard our Students with Disabilities have No Performance Color. With that being said, our site knows that there is a need for socio-emotional learning in the three different tiers so that students can transition successfully throughout the year and get the support that is necessary. For that reason fostering a welcoming and Affirming School Environment where all students feel safe, valued, and connected remains a top priority. Moving forward, we will focus on comprehensive, data-driven interventions to ensure these students receive the academic and emotional support needed for long-term success.

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.

Goal 3

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Local ELA Benchmark Assessments for Special Education (i-Ready Mid-Year)	2023-2024 15% of Students with Disabilities Performed at or above grade 2024- 2025 9% of Students with Disabilities Performed at or above grade level 2025-2026 11% of Students with Disabilities Performed at or above grade	Annual Growth of 5% for Special Education Student Group
Local Math Benchmark Assessments for Special Education (iReady Mid-Year)	2023- 2024 17% of Students with Disabilities at or above grade level 2024- 2025 12% of Students with Disabilities Performed at or above grade level 2025-2026 8% of Students with Disabilities at or above grade level	11% of Students with Disabilities at or above grade level
CA Dashboard Academic Indicator	2023-2024 - ELA - No Performance Color - Math - No Performance Color 2024-2025 - ELA - No Performance Color - Math - No Performance Color 2025-2026 <i>Data will be available in November 2026</i>	Blue, Green or Increase of One Performance Level for Special Education Student Group

Inclusion Data of Students with Disabilities	2023-2024 • 77% 2024-2025 • 93% 2025-2026 • 100%	Students with Disabilities in General Education Settings for at least 80% of their day
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Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
Wellness Center Support	A Social Worker intern will help run the Wellness Center so that the center can be open 5 days a week.	All Students	\$0	Monies in Goal 2
Wellness Center Supplies	Provide and/or replace supplies used by student in the Wellness Center	All Students	\$600	LCFF
Community Liaison	Community Liaison will meet and work with families in need to provide resources and/or support.	All Students	\$0	District Funded
Community Linked Solutions	Provide resources and support for families and students specifically in the area of Socio-Emotional needs.	All Students	\$0	District Funded
Adopt-A-College Supplies	Replenish supplies for Edenvale's Adopt-A-College scholarship program. This may include T-shirts, college field trips, signage, etc.	All Students	\$0	Title I
PBIS: Check-In/Check- Out	To provide check-in/check-out for students needing Tier 2 interventions. As well as inputting PBIS data for the school.	All Students	\$1,800	LCFF
Support Staff Meetings	The administrator, counselor, Community Liaison, and coach will meet biweekly to discuss students who are in need of Tier 2 and/or Tier 3 students to discuss needs and interventions to help support their needs	All Students	\$0	N/A

Annual Measurable Outcomes

Goal 3 **Action 1**

Hold weekly site support staff meetings that include the principal, resource teacher, Wellness Center coordinator, Community Liaison, English Language Teaching Partner, Instructional Coach, speech and language pathologist, psychologist, and social worker interns. The focus of the meetings is to discuss and give updates on upcoming Individualized Educational Plans (IEPs), services and potential students at risk for special education identification. There is much conversation about students who need tier 2 and tier 3

intervention and strategies. We will staff the Wellness Center with a Social Worker to have consistent personnel on campus for 5-days of week. The goal is to provide intervention early.

Annual Review

SPSA Year Reviewed: 2025-2026

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.

Goal Analysis

An analysis of how this goal was carried out in the previous year.

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

Our students with disabilities are one of our groups with the highest need. While we are showing improvement, it continues to be an area of focus. Through PBIS, MTSS, and check in/out, we hope to address their needs.

General education teachers, special education staff, and support providers worked closely together to monitor student progress, implement accommodations and modifications, and adjust instruction based on individual student needs. Through consistent communication, data analysis, and collaborative problem-solving, students were provided with increased access to grade-level curriculum and meaningful learning opportunities. These supports have contributed to positive student growth, improved engagement, and stronger partnerships between staff and families, reinforcing our commitment to supporting the success of all learners.

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

There was no major difference between the intended implementation and/or the budgeted expenditures to implement strategies/activities to meet articulated goals.

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

This year we continue to support all students with the Wellness Center and coordinator.

GOAL 4: ENGAGEMENT

Goal	Description
Goal #4	At Edenvale we will actively engage families by hosting events at the school to help support parents and community members in implementing CCSS instruction and providing input to program decisions.

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.

A review of Dashboard and local data indicates that continued improvement is needed in strengthening family engagement and increasing participation among all student groups, particularly families of English Learners, students with disabilities, and socioeconomically disadvantaged students. While family events and opportunities for involvement have increased, participation data and feedback suggest that some families continue to face barriers to engagement, including scheduling conflicts, language access, and understanding of academic expectations aligned to the California Common Core State Standards (CCSS). In response, Edenvale has expanded outreach efforts through multilingual communication, flexible meeting opportunities, and workshops designed to support families in understanding instructional practices and student learning goals. The school has also increased opportunities for parent voice and input through surveys, family forums, and shared decision-making committees. These efforts are intended to strengthen partnerships between home and school, improve access to information and resources, and ensure all families feel welcomed, informed, and empowered to support student achievement and contribute to program decisions.

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 at School Parent Meetings	2023- 2024 • 5 Meetings 2024-2025 • 7 Meetings 2025-2026 • 6 Meetings	10 Parent Meetings
Parent Engagement Events/Community Events	2023 - 2024 • 10 End of the Month Meetings, Gallery Walks, Writing Celebrations 2024-2025 • 10 End of the Month Meetings, Gallery Walks, Writing Celebrations 2025-2026 • 10 End of the Month Meetings, Gallery Walks, Writing Celebrations	10 End of the Month Meetings, Gallery Walks, Writing Celebrations
Parent Square Delivery and Post Data (End of April)	2023-2024 • 48 Principal Posts 2024-2025 • 90 School Posts • 483 Class Posts 2025-2026 • 88 School Posts • 465 Class Posts	75 School Posts and 400 Class Posts

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	Funding Source(s)
PEI Family Engagement classes	Parent Engagement Classes through Alum Rock to help support families in helping their children.	All Students	\$0	District Funded
Parent Engagement Materials	Materials to support family classes that can be used to support students' academic, behavioral and socio-emotional needs.	All Students	\$2,258	Title I
Gallery Walks	Opportunity for family members to come see the end of a unit to see students' academic work	All Students	\$0	School Funded
Monthly Parent Newsletter	Parent Newsletter through Parent Square that shares upcoming events as well as what has happened	All Students	\$0	Free Resource
Community Liaison	Community Liaison will meet and work with families in need to provide resources and/or support.	All Students	\$0	District Funded
Community Linked Solutions	Provide resources and support for families and students specifically in the area of Socio-Emotional needs.	All Students	\$0	District Funded

Goal 4 Action 1: Parent Communication

Tasks:

1. Edenvale will create better connections with families through Parent Square, newsletters, website posts, and updates via social media (such as Smore, Facebook, etc).
2. Edenvale wants to build greater parent leadership capacity through greater Parent Faculty Association (PFA) leadership. That will involve helping to recruit room parents as well as parent volunteers.

Goal 4 Action 2: Parent Volunteering

Tasks:

1. We will also have parents attending field trips, volunteering at the book fair, and helping to run the student store.
2. Classroom Support Volunteer

2. Parents can help teachers by assisting with small group activities, reading with students, preparing classroom materials, or helping during art and science projects.

Goal 4 Action 3: Outreach for Parents

Tasks:

1. Annual parent tea to recognize parent volunteers. Regular parent meetings are held to educate parents about the Transitional Kindergarten (TK) and Kindergarten program, to market the rich academic offerings, to prepare the parents with information to prepare their students to start school, register new students, and build relationships amongst the various families.
2. Principal will meet with parents regarding parent involvement.
3. In the springtime, parents are invited to several Open House events to learn about the TK and Kindergarten program, as well as Edenvale's TWBI program option.

Goal 4 Action 4: PBIS & Parents

Tasks:

1. We will provide awards for all parent volunteers.
2. Use attendance data regularly to identify trends and intervene early with students showing signs of attendance concerns.
3. Offer attendance support meetings with families focused on problem-solving and removing barriers rather than punishment.

Goal 4 Action 5: SEAL Support

Tasks:

1. Edenvale TK-6 teachers and parents will collaboratively implement the SEAL home and school partnership projects.
2. TK-6 teachers will lead the students in presenting SEAL gallery walks at the end of each thematic unit to their parents.
3. Teachers provide SEAL family projects and interactive thematic homework and opportunities for parents in the classroom.
4. Parents are invited to gallery walks at the end of each thematic unit where students are the docents.

Goal 4 Action 6: Parent Workshops

Tasks:

In collaboration with Alum Rock Counseling and School Linked Services (SLS), Edenvale parents will be provided with various parent workshops such as: Media Literacy/Prevention, Trauma Training, Engagement, etc.

Goal 4 Action 7: Language/Translation Services for Families

Tasks

Interpreters will interpret parent and community documents.

Goal 4 **Action 9: Attendance Issues**

Tasks

1. Principal will deliver "Welcome" backpacks to students who were identified as chronically absent for the previous school year.
2. Our community liaison will work with staff, parents and students in providing information from school to home and from home to school. The liaison will translate information in Spanish and interpret at parent/teacher meetings. In addition, the community liaison will conduct home visits and make phone calls home to increase communication with parents.
3. Provide clear communication to families about attendance expectations and the impact of chronic absenteeism.

Annual Review

SPSA Year Reviewed: 2025-2026

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.

Goal Analysis

An analysis of how this goal was carried out in the previous year.

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

In addition we put more work in the Positive Behavior Interventions and Supports (PBIS) by having weekly student store to help ensure students wanted and were working for praise notes. To help keep students engaged we have a PE Program, Better Getting Stronger, that keep students engaged in fun and physical activities.

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

Teachers had collaborative release days, the focus was on academics and supports for English Language Learners. Additionally, there needs to be training on specific teaching strategies that focus on student and family engagement as well as having a consistent tool to measure this engagement.

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

No major changes occurred. We will continue to increase the amount of family events like gallery walks to have families feel they are connected to the classroom.

GOAL 5: ENGAGING AND SAFE LEARNING ENVIRONMENT

Goal	Description
Goal #5	Edenvale will provide safe, engaging, creative, and supportive learning environments.

Identified Need

Chronic Absenteeism continues to be an area of need. We want to increase attendance so that all students are in school as much as possible. We will continue to send out attendance letters to families whose child has excessive absences. We will continue to devote our efforts to promote students' social/emotional health and well-being. We would like to continue to maintain low rates of suspension, as exclusion from school is not an effective practice for correcting unwanted behavior. We will continue to increase staff and community awareness regarding PBIS and Restorative Practices. The PBIS Leadership team will review the behavior event referrals from 2025-26. We will also monitor the number of suspensions by month. We need to continue to reteach PBIS lessons in areas where students have more behavior incidents.

It is also a priority for us that all children see themselves represented and valued through literature, classroom discussions, and schoolwide activities. One way we accomplish this is by purchasing culturally responsive books.

According to the Safety, Connectedness and Belonging Survey, our students generally feel safe at school. However, we would like more students to also feel connected and know that there is an adult they can talk to at school if needed. Our goal is always that 100% of students feel valued, known and cared about.

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 Annual Average	2023-2024 • 92.4% 2024-2025 • 93.3% 2025-2026 • 92.6%	98%
Chronic Absenteeism	2023- 2024 • 21% 2024-2025 • 26% 2025-2026 • 22%	The Chronic Absenteeism rate will be reduced to 15%.
Suspension Rate	2023- 2024 • 0.2% 2024-2025 • 1% 2025-2026 • 1%	1%
Expulsion Rate	2023-2024 • 0% 2024-2025 • 0% 2025-2026 • 0%	0%
Student Connectedness and Belonging	2023-2024 • 95% feel safe and 85% feel connected 2024- 2025 • 85% feel safe at school 77% feel connected 2025- 2026 • 80% feel safe at school 88% feel connected	90% feel safe at school 85% feel connected

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	Funding Source(s)
PEI Family Engagement classes	Parent Engagement Classes through Alum Rock to help support families in helping their children.	All Students	\$0	District Funded
Parent Engagement Materials	Materials to support family classes that can be used to support student's academic, behavioral and socio-emotional needs.	All Students	\$0	Monies in Goal 4
Visual Performing Arts Program	Visual Arts Program	All Students	\$0 \$9,720	District Funded Prop 28
Printshop	Needed materials to be mass printed for school use	All Students	\$150	LCFF
Better Getting Stronger - Program	Providing students with weekly PE classes and games daily through a PE program to help boost students physical activity which in turn boost student's cognitive ability.	All Students	\$0	Monies in Goal 1
Academic/ Instructional Supplies	Instructional Supplies for new teachers as well as any other teacher to help support classrooms with the needed materials to give students better access to the curriculum or standards at their grade level	All Students	\$0	Monies in Goal 1
Fieldtrip	Bringing standards to life - opportunities for students to travel to places where they will have hands on learning and real life experiences as described in their grade level standards	All Students	\$0	Monies in Goal 1
Learning Environment Support/ Assemblies	Assemblies throughout the year that educates students around people of color's achievements and provide learning on how to problem solve both socially and academically	All Students	\$0	Monies in Goal 1
PBIS: Check-In/Check-Out	To provide check-in/check-out for students needing Tier 2 interventions. As well as inputting PBIS data for the school.	All Students	\$0	Monies in Goal 3

Custodial Supplies	To supply the school with what they need throughout the year.	All Students	\$7000	Site
Health Supplies	To supply the school with what they need throughout the year.	All Students	\$300	Site

Goal 5 Action 1 Alignment of Instruction

Tasks:

1. Teachers will focus on practicing the Edenvale Way ("I am safe. I am courteous. I am doing my personal best") with their students.
2. Teachers will utilize their training and materials to reinforce Positive Behavior Intervention Supports (PBIS) in order to increase positive student behavior in the classroom and on campus.
3. Assemblies will be held monthly to promote the Edenvale Way, the character trait of the month, attendance, PBIS, and academic achievement.
4. Students will be awarded for their behavior in each of the areas, and they will receive a certificate, medal, and a photo with their award.

Goal 5 Action 2 Strategies and Materials

Tasks:

1. School will purchase equipment for the outdoor group support coach for before school, recess and lunch activities
2. School will provide all staff with student prizes for Golden Eagle Friday such as pizzas, juice boxes, etc.
3. School will purchase books, materials, videos, etc. to reinforce the Edenvale Way and the nine monthly character traits (such as kindness, empathy, respect, etc.).
4. School will utilize the health clerk and custodial supplies to keep a safe and clean environment.

Goal 5 Action 3: Extended Learning Time

Tasks:

1. 4th, 5th, and 6th grade students have the opportunity to join the Student Council.
2. 6th grade students have the opportunity to help keep Edenvale green by recycling.
3. Students below standard participate in the afterschool expanded learning opportunities program CORAL.

Goal 5 Action 4: Increased Opportunity

Tasks:

1. Outdoor group support coach and program components (recess/lunch games, leadership classes, group game time with classes) will be provided to improve school climate.
2. Teachers will provide field trips to colleges to bolster the college-bound mentality at Edenvale School (Adopt-a-College Program).
3. College t-shirts will be purchased/replenished for classes.
4. All students will participate in the learning environment assembly program.
5. 5th and 6th graders attend Science Camp; pending acceptance.
6. Using our Prop 28 funds we provided students with access to piano lessons. This created meaningful opportunities for creativity, self-expression, and the development of new skills beyond the classroom. Students benefited from learning foundational music concepts while building confidence, focus, and perseverance through consistent practice and participation.

Goal 5 Action 5: (SC) Staff Development

Tasks:

1. Teachers will participate in PBIS trainings.
2. The PBIS Leadership team will discuss and analyze PBIS data and prepare regular presentations for leadership and staff meetings.
3. Staff will discuss PBIS at staff meetings and Instructional Leadership Team meetings.

Measures:

Goal 5 Action 7: Monitoring Program and Results

Tasks:

1. PBIS data will be reviewed by PBIS Leadership Team and staff on a monthly basis.
2. Staff will provide traffic duty and additional recess duty to support PBIS/safe environment.

Annual Review

SPSA Year Reviewed: 2025-2026

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.

Goal Analysis

An analysis of how this goal was carried out in the previous year.

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

Our student safety, belonging, and connectedness survey data showed that student connectedness has increased. We still have some work to do to improve the feeling of safety at school, which will be our focus for next year.

Two years ago we introduced the Wellness Center to our students. The Center has materials and supplies, as well as staffing to create an additional safe space on campus. Our Wellness Center provides students with a safe and supportive space to regulate emotions, build coping skills, and receive social-emotional support throughout the school day. Access to wellness resources helps improve student well-being, increases readiness to learn, and promotes a positive school climate where students feel supported, connected, and valued. This will continue for the 2026-2027 school year. The Wellness Center has a high number of visitors daily and has proven a useful space for students who need a quiet place to re-regulate.

We will continue to send weekly messages to students and families, reinforcing the message that they are welcome and belong.

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

There was no major difference between the intended implementation and/or the budgeted expenditures to implement strategies/activities to meet articulated goals.

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

Prop 28 Visual and Performing Arts grant money is included. This will serve as yet another way to strengthen learning opportunities for students and provide more student learnings around visual and performing arts.

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 Table Other Federal, State, and Local Funds

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the ConApp	\$ 210,671
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$ 244,801

Other Federal, State, and Local Funds

Federal Programs	Allocation (\$)
Title I	\$210,671

Subtotal of additional federal funds included for this school: \$ 210,606

State or Local Programs	Allocation (\$)
LCFF	\$24,410
Prop 28	\$9,720

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.Subtotal of state or local funds included for this school: \$ 34,130

Total of federal, state, and/or local funds for this school: \$244,801

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.*

School Site Council Meeting May 12, 2026 (Virtual)

meet.google.com/vgy-nmvp-rev

Meeting Agenda:

- Sign In
- Welcome
- Review the [Compact and Parent Involvement Policy](#)
- Purposed resources in place for 26-27 school year
- Gather input for SPSA

Minutes:

- [Slide Deck](#) to go over

Input from Parents:

- Money for our piano class?

Resources in Place (New is highlighted in yellow):

- 0.7 FTE Literacy Coach
- 1-Planning Days for teachers
- Supplies
- Academic Materials Support
- Reading A-Z
- BGS
- Reflex/Frax
- Science Camp Stipend
- Wellness Center Support
- Adopt-a-College supplies
- PBIS Check In/Check Out
- Supplies

- Assemblies
- Transportation for Field Trips
- Print Shop
- Professional Development

Inputs from Parents

- All members in favor/ agreement with budget and SPSA, zero nays.



School Site Council - 2026/05/12 17:26 PDT - Attendance



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First name

	A	B	C	D	E	F
1	First name	Last name	Email	Duration	Time joined	Time exited
2	Katia	Berrocal Perlacios	KBerrocalPerlacios@ogsd.net	30 min	5:31 PM	6:01 PM
3	Daniel	Brandt	DBrandt@ogsd.net	18 min	5:42 PM	6:01 PM
4	Norma	Deniz	norm*****@***.com	29 min	5:31 PM	6:00 PM
5	Karisa	Gonzales	kgonzales@ogsd.net	35 min	5:26 PM	6:01 PM
6	Maria	Meza	ms.m*****@***.com	29 min	5:30 PM	6:00 PM
7	Paula	Sahagun	psahagun@ogsd.net	29 min	5:31 PM	6:00 PM
8						
9						
10						