

SARC 2017-18

SCHOOL ACCOUNTABILITY REPORT CARD

PUBLISHED DURING 2018-19



Lorin A. Eden Elementary

Address: 27790 Portsmouth Ave. Hayward, CA 94545-4013

Principal: Leigh Woodmansee, Principal

Phone: (510) 723-3855

Email: lwoodmansee@husd.k12.ca.us

Web Site:

CDS Code: 01611926001051

Hayward Unified

Superintendent: Matt Wayne

Phone: (510) 784-2600

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Web Site: www.husd.k12.ca.us



I DATA AND ACCESS

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

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

DataQuest

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

Internet Access

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

II ABOUT THIS SCHOOL

District Contact Information Most Recent Year

District Name: Hayward Unified
 Phone Number: (510) 784-2600
 Superintendent: Matt Wayne
 E-mail Address: mwayne@husd.k12.ca.us
 Web Site: www.husd.k12.ca.us

School Contact Information Most Recent Year

School Name: Lorin A. Eden Elementary
 Street: 27790 Portsmouth Ave.
 City, State, Zip: Hayward, CA 94545-4013
 Phone Number: (510) 723-3855
 Principal: Leigh Woodmansee, Principal
 E-mail Address: lwoodmansee@husd.k12.ca.us
 Web Site:
 County-District-School
 (CDS) Code: 01611926001051

School Description and Mission Statement (School Year 2018-19)

The Hayward Unified School District is comprised of 21 Elementary Schools, 56 Middle Schools, 3 High Schools an Alternative High School, Adult School, and a child care center for pre-school children. We have over 20,000 students in grades K-12 who interact with teachers in Hayward Unified's classrooms each day who bring with them diverse culture, heritage, language and economic condition.

The district's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with the California Standards with the expectation that students be able to demonstrate California Assessment of Student Performance and Progress (CAASPP - the California spring assessments) proficiency. To support students in their acquisition of the Standards, Hayward Unified School District is using the latest research and best practices to ensure students are actively engaged in the lesson; and, provided opportunities for practice and to make visible their understanding of the relative concepts.

Leadership is a shared responsibility between district and school site administrators, the instructional staff, the students, and the parents. Staff members and parents collaborate on a variety of committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students' needs and comply with district goals. Leadership teams include School Site Council (SSC), Site Based Decision Making (SBDM), and English Learner Advisory Council (ELAC).

School Profile:

Lorin Eden Elementary School is a Kindergarten through Sixth Grade elementary school located within the Hayward Unified School District. We provide a variety of instructional programs. The district's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with the California Common Core Standards. Our vision is to create positive pathways of success for every student, and prepare them for their future academic journey of learning.

School Mission:

At Lorin Eden School, all students are valued for their uniqueness and will experience a complete academic and personal education. Collectively our school community is responsible to foster intellect, creativity and a love of learning. Students will gain a foundation for the life-long values required for success as a global citizen.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Kindergarten	52
Grade 1	49
Grade 2	46
Grade 3	53
Grade 4	72
Grade 5	76
Grade 6	73
Total Enrollment	421

Student Enrollment by Student Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	9.7%
American Indian or Alaska Native	0.2%
Asian	18.3%
Filipino	20.2%
Hispanic or Latino	39.9%
Native Hawaiian/Pacific Islander	4.8%
White	2.6%
Two or More Races	4.3%
Socioeconomically Disadvantaged	58.7%
English Learners	33.7%
Students with Disabilities	14.7%
Foster Youth	0.7%

A. CONDITIONS OF LEARNING

STATE PRIORITY: BASIC

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

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

Teacher Credentials

Teachers	School 2016-17	School 2017-18	School 2018-19	District 2018-19
With Full Credential	26	25	23	1074
Without Full Credential	0	0	0	57
Teaching Outside Subject Area of Competence (with full credential)	1	0	0	40

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

NOTE: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Month and year in which data were collected: January 2017

Subject	Textbooks and instructional materials/year of adoption	From most recent adoption?	% Students lacking own assigned copy
Reading/Language Arts	All textbooks and materials are current, in good condition and available to all students.	Macmillan/McGraw-Hill, California Treasures/Tesoros, c2010 (English & Spanish)	0%
Mathematics	All textbooks and materials are current, in good condition and available to all students.	K- 5 Grade: Houghton Mifflin Harcourt, Math Expressions, c2015 (English & Spanish) 6th Grade: Glencoe/McGraw-Hill, California Math Course 1, c2015	0%
Science	All textbooks and materials are current, in good condition and available to all students.	Pearson Scott Foresman, Pearson Scott Foresman California Science, c2008 (English & Spanish)	0%
History-Social Science	All textbooks and materials are current, in good condition and available to all students.	Pearson Scott Foresman, Scott Foresman History-Social Science for California, c2006 (English & Spanish)	0%
Foreign Language	All textbooks and materials are current, in good condition and available to all students.	N/A	0%
Health	All textbooks and materials are current, in good condition and available to all students.	N/A	0%
Visual and Performing Arts	All textbooks and materials are current, in good condition and available to all students.	N/A	0%
Science Laboratory Equipment (grades 9-12)	All textbooks and materials are current, in good condition and available to all students.	N/A	0%

School Facility Conditions and Planned Improvements

A lexan material is used for window replacement throughout this school site.

School Facility Good Repair Status

Using the most recent FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The Overall Rating

Month and year in which data were collected: January 2017

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

Overall Facility Rate

Month and year in which data were collected: January 2017

	Exemplary	Good	Fair	Poor
Overall Rating	-	✓	-	-

B. PUPIL OUTCOMES

STATE PRIORITY: PUPIL ACHIEVEMENT

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/ Literacy (grades 3-8 and 11)	33%	34%	37%	38%	48%	50%
Mathematics (grades 3-8 and 11)	31%	30%	24%	26%	37%	38%

NOTE: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	269	260	96.65%	34.23%
Male	142	136	95.77%	30.15%
Female	127	124	97.64%	38.71%
Black or African American	27	27	100.00%	33.33%
American Indian or Alaska Native				
Asian	56	56	100.00%	51.79%
Filipino	46	45	97.83%	55.56%
Hispanic or Latino	106	99	93.40%	17.17%
Native Hawaiian or Pacific Islander	13	13	100.00%	15.38%
White	--	--	--	--
Two or More Races	13	13	100.00%	38.46%
Socioeconomically Disadvantaged	145	139	95.86%	26.62%
English Learners	140	134	95.71%	25.37%
Students with Disabilities	55	48	87.27%	0.00%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

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

NOTE: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	269	260	96.65%	30.38%
Male	142	136	95.77%	32.35%
Female	127	124	97.64%	28.23%
Black or African American	27	27	100.00%	22.22%
American Indian or Alaska Native				
Asian	56	56	100.00%	51.79%
Filipino	46	45	97.83%	48.89%
Hispanic or Latino	106	99	93.40%	11.11%
Native Hawaiian or Pacific Islander	13	13	100.00%	30.77%
White	--	--	--	--
Two or More Races	13	13	100.00%	30.77%
Socioeconomically Disadvantaged	145	139	95.86%	22.30%
English Learners	140	134	95.71%	23.13%
Students with Disabilities	55	48	87.27%	2.08%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

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

NOTE: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Test Results in Science for All Students Grades Five, Eight, and High School

Subject	Percent of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

NOTE: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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

STATE PRIORITY: OTHER PUPIL OUTCOMES

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	9.10%	33.30%	27.30%
7			
9			

NOTE: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. ENGAGEMENT

STATE PRIORITY: PARENTAL INVOLVEMENT

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement - (School Year 2018-19)

Lorin A. Eden Elementary School greatly benefits from its supportive parents who participate on the School Site Council (SSC), Site Based Decision Making Team (SBDM), Parent, Teacher Association (PTA), African American Student Achievement Initiative (ASSAI) and the English Language Advisory Committee (ELAC). These collaborative teams help to advise and determine programs that will benefit overall student learning at Lorin Eden. Parents at Lorin A. Eden Elementary School have access to parent engagement opportunities throughout the year to promote student success at school. The City of Hayward Library has also opened an after school homework tutoring center.

STATE PRIORITY: SCHOOL CLIMATE

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

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

Suspensions and Expulsions

Rate*	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions									
Expulsions									

School Safety Plan – (School Year 2018-19)

At the time of the latest review of the School Site Safety Plan, all revisions were communicated to both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire, disaster, and lockdown drills are conducted on a regular basis throughout the school year.

Students are supervised throughout the day by teachers, administrators, and yard duty supervisors. There is a designated area for student drop off and pick up. Visitors need to check in the front office and receive a badge.

D. OTHER SARC INFORMATION

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2015-16 Number of Classes*		
		1-20	21-32	33+
K	29		2	
1	26		2	
2	21	1	2	
3	24		3	
4	24	1	2	
5	29		3	
6	22	1	3	
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2016-17 Number of Classes*		
		1-20	21-32	33+
K	25		2	
1	27		2	
2	26		2	
3	20	1	3	
4	34			2
5	31		2	
6	23	1	3	
Other**	11	1		

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2017-18 Number of Classes*		
		1-20	21-32	33+
K	26		2	
1	25		2	
2	23		2	
3	27		2	
4	32		2	
5	27	1		2
6	25	1	2	
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	.2	N/A
Psychologist	.4	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	.6	N/A
Resource Specialist (non - teaching)	1	N/A
Other		N/A

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

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site				
District	N/A	N/A		\$87570
Percent Difference – School Site and District	N/A	N/A		
State	N/A	N/A	\$7125	\$79665
Percent Difference – School Site and State	N/A	N/A		

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

Types of Services Funded (Fiscal Year 2017-18)

Lorin Eden provides programs and services to support and assist students, including- YEP after school program, Homework Help after school, counseling services- group and individual, academic intervention, bilingual support and Special Education support- Resource, Speech and Special Day classes.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$61672	\$49512
Mid-Range Teacher Salary	\$86144	\$77880
Highest Teacher Salary	\$102734	\$96387
Average Principal Salary (Elementary)	\$133310	\$123139
Average Principal Salary (Middle)	\$145044	\$129919
Average Principal Salary (High)	\$154377	\$140111
Superintendent Salary	\$240000	\$238324
Percent of Budget for Teacher Salaries	37%	36%
Percent of Budget for Administrative Salaries	5%	5%

NOTE: For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

As part of the growth process, opportunities for training and staff development are provided at both the district and individual school sites to administrators, teachers, and classified staff. The district offered staff development in Math, ELA and Balanced Literacy. The curricular focus of the current school year is Mathematics and School Climate.