LORIN EDEN
ELEMENTARY SCHOOL

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Lorin A. Eden Elementary	01611926001051	June 13, 2023	July 12, 2023

Mission and Vision Statements

HUSD Vision: Every student realizes their innate potential, becoming a lifelong learner and having a positive impact on their community.

HUSD Mission: We draw from our community's rich diversity in order to create an engaging and equitable educational experience, delivered in a safe and supportive environment.

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

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

School planning and LEA assistance for each school that meets the criteria for CSI will be incorporated into the Local Control and Accountability Plan (LCAP) and school planning processes. Assembly Bill 716 ⤢, signed by the Governor on September 18, 2018, and codified in the California *Education Code* sections 64001–65001, streamlines and aligns state and federal planning processes. Effective January 1, 2019, this law renames the Single Plan for Student Achievement to the School Plan for Student Achievement (SPSA). Additionally, the law contains the following key provision:

Allows the SPSA to meet ESSA requirements for comprehensive or targeted support and improvement planning
Upon notification by the LEA, **the school** is required to collaborate with educational partners to:
- Develop and implement a school-level plan to improve student outcomes

   The school plan must:

   - be based on indicators in the statewide accountability system and informed by all indicators, including student performance against long-term goals; and

   - identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the school improvement plan.

For this section, all schools will select "Schoolwide Program." In addition, if your school is in CSI, TSI, or ATSI, you will need to also select those boxes as applicable.

> Schoolwide Program
> Additional Targeted Support and Improvement
> Schoolwide Program
> The purpose of a SWP is to improve academic achievement throughout a school so that all students, particularly the lowest-achieving students, demonstrate proficiency on the State's academic standards (34 Code of Federal Regulations [CFR] 200.25[a][1]). The improved achievement is to result from improving the entire educational program of the school (34 CFR 200.25[a][2]).
>
> ATSI:
> There are 22 schools in the district which have been identified for Additional Targeted Support and Improvement (ATSI). Per the CA Dashboard Technical Guide, "Schools are eligible for ATSI if one or more student groups meet one of the following criteria:
> ·   All indicators at the lowest status level; or
> ·   All indicators at the lowest status level but one indicator at another status level"

Lorin Eden is one of the sites that was identified as ATSI.

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

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

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

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

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Educational Partner Involvement

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

NOTE: ELAC and SSC are required educational partner groups. Suggested groups include AASAI and other parent groups at your site, staff meetings, ILT, and/or possibly a needs assessment sent to parents.

Involvement Process for the SPSA and Annual Review and Update

The Lorin Eden process for site involvement during the 2022-23 school year includes the input from various stakeholder groups: classified and certificated staff, parents, and students. In winter 2023, the Lorin Eden School Site Council (SSC) composed of parents, staff and an English Learner Advisory Committee (ELAC) member, distributed a needs assessment which was considered in the formation of this plan. Groups involved with the planning process of the Lorin Eden site plan: SSC, Site Based Decision Making (SBDM), Coordiation of Student Team (COST), Instructional Learning Team (ILT), ELAC, Parent Teacher Association (PTA), and Lorin Eden Staff. Meetings are held throughout the year, often on a monthly basis. Lorin Eden values the input from all educational partners' input and uses it to the benefit of all Lorin Eden students, staff and community members.

Resource Inequities

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

For the school year of 2021-22, COVID restrictions limited access for all students and staff. For the school year 2022-23, we do not have enough staffing or categorical funds to provide the interventions and support that many of our students need. In addition, the school is in the process of a major construction project (anticipated to be complete in Winter 2023) to improve facilities which significantly impacts the school culture and climate.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	**Percent of Enrollment**			**Number of Students**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
American Indian	%	0.29%	0.28%		1	1
African American	11.2%	11.14%	9.07%	39	39	32
Asian	15.2%	17.71%	17.85%	53	62	63
Filipino	16.9%	14.86%	16.15%	59	52	57
Hispanic/Latino	45.0%	43.71%	43.06%	157	153	152
Pacific Islander	5.2%	4.57%	3.12%	18	16	11
White	2.0%	2.00%	2.83%	7	7	10
Multiple/No Response	4.6%	4.86%	6.52%	16	17	23
			Total Enrollment	349	350	353

Conclusions based on this data:

Our enrollment rates and percentage of enrollment by ethnicity are fairly stable.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
English Learners	108	106	117	30.90%	30.3%	33.1%
Fluent English Proficient (FEP)	43	40	34	12.30%	11.4%	9.6%
Reclassified Fluent English Proficient (RFEP)	5			4.6%		

Conclusions based on this data:

> We notice a slight increase in the percentage of English Learners for 22-23. We notice a decline in the percentage of Fluent English Proficient students for 22-23.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Grade Level	Overall Participation for All Students											
	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	55	51		0	46		0	45		0.0	90.2	
Grade 4	50	58		0	49		0	49		0.0	84.5	
Grade 5	42	52		0	45		0	44		0.0	86.5	
Grade 6	53	40		0	36		0	36		0.0	90.0	
All Grades	200	201		0	176		0	174		0.0	87.6	

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

Grade Level	Overall Achievement for All Students														
	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2431.			28.89			26.67			15.56			28.89	
Grade 4		2414.			16.33			10.20			20.41			53.06	
Grade 5		2416.			9.09			11.36			20.45			59.09	
Grade 6		2507.			13.89			25.00			38.89			22.22	
All Grades	N/A	N/A	N/A		17.24			17.82			22.99			41.95	

Grade Level	Reading Demonstrating understanding of literary and non-fictional texts								
	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		13.33			66.67			20.00	
Grade 4		10.20			61.22			28.57	
Grade 5		6.82			43.18			50.00	
Grade 6		11.11			69.44			19.44	
All Grades		10.34			59.77			29.89	

Writing Producing clear and purposeful writing								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		22.22			51.11			26.67	
Grade 4		6.12			42.86			51.02	
Grade 5		6.82			36.36			56.82	
Grade 6		8.33			55.56			36.11	
All Grades		10.92			45.98			43.10	

Listening Demonstrating effective communication skills								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		15.56			73.33			11.11	
Grade 4		2.04			73.47			24.49	
Grade 5		4.55			59.09			36.36	
Grade 6		11.11			72.22			16.67	
All Grades		8.05			69.54			22.41	

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		15.56			68.89			15.56	
Grade 4		10.20			61.22			28.57	
Grade 5		9.09			47.73			43.18	
Grade 6		16.67			72.22			11.11	
All Grades		12.64			62.07			25.29	

Conclusions based on this data:

Lorin Eden's overall enrollment dropped at grades 3-6 (-40). The number of students assessed declined by 55 students. The mean scale score stayed fairly stable at each grade level with a slight increase. The percentage of students at or above standard in listening (77.56%) is a relative strength. Writing is an area of relative weakness, with 56.9% scoring at or above grade level.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	55	51		0	46		0	46		0.0	90.2	
Grade 4	50	58		0	49		0	49		0.0	84.5	
Grade 5	42	52		0	45		0	43		0.0	86.5	
Grade 6	53	40		0	36		0	36		0.0	90.0	
All Grades	200	201		0	176		0	174		0.0	87.6	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2429.			15.22			26.09			32.61			26.09	
Grade 4		2399.			2.04			14.29			30.61			53.06	
Grade 5		2417.			9.30			2.33			13.95			74.42	
Grade 6		2485.			8.33			13.89			30.56			47.22	
All Grades	N/A	N/A	N/A		8.62			14.37			27.01			50.00	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		19.57			50.00			30.43	
Grade 4		2.04			26.53			71.43	
Grade 5		6.98			27.91			65.12	
Grade 6		11.11			52.78			36.11	
All Grades		9.77			38.51			51.72	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		19.57			52.17			28.26	
Grade 4		12.24			36.73			51.02	
Grade 5		9.30			25.58			65.12	
Grade 6		2.78			47.22			50.00	
All Grades		11.49			40.23			48.28	

Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		15.22			58.70			26.09	
Grade 4		4.08			46.94			48.98	
Grade 5		6.98			32.56			60.47	
Grade 6		8.33			66.67			25.00	
All Grades		8.62			50.57			40.80	

Conclusions based on this data:

Lorin Eden experienced a decline in enrollment between the last two assessment periods (-40 students). The total number of students assessed declined (-55). We observed an increase in the number of students below standard in mathematics in grades 4-6. Communicating reasoning is an area of relative strength, with 59.19% of students performing at or above standard. Concepts and Procedures is an area of relative weakness, with 48.8% of student performing at or above standard.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
350	**50.0**	**30.3**	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Lorin A. Eden Elementary.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	106	30.3
Foster Youth		
Homeless	3	0.9
Socioeconomically Disadvantaged	175	50.0
Students with Disabilities	61	17.4

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	39	11.1
American Indian	1	0.3
Asian	62	17.7
Filipino	52	14.9
Hispanic	153	43.7
Two or More Races	17	4.9
Pacific Islander	16	4.6
White	7	2.0

Conclusions based on this data:

In 2021-22, roughly 1/2 of our students come from families with low socioeconomic status or where guardians have not received a high-school diploma. Nearly a third of our Lorin Eden students are English Learners.
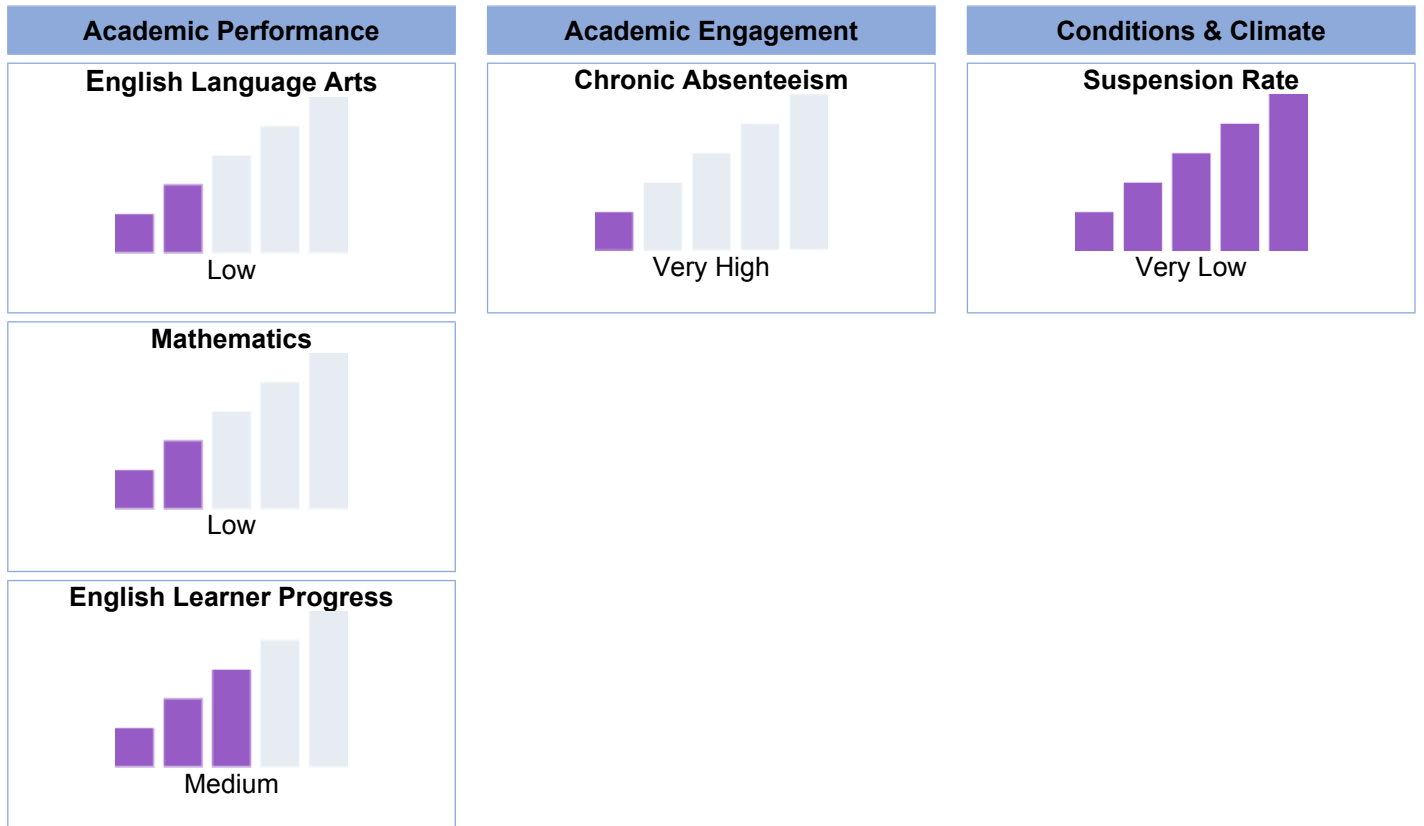
School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

2022 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts

Low

Mathematics

Low

English Learner Progress

Medium

Academic Engagement

Chronic Absenteeism

Very High

Conditions & Climate

Suspension Rate

Very Low

Conclusions based on this data:

Our overall performance in 2021-22 in the first year post COVID closures is low in the core areas of Math and ELA on Statewide Dashboard Indicators and shows a clear need for improvements and supports. Overall progress for our English Learners is medium. Lorin Eden works to employ alternative approaches to discipline, which is reflected in the very low suspension rate.
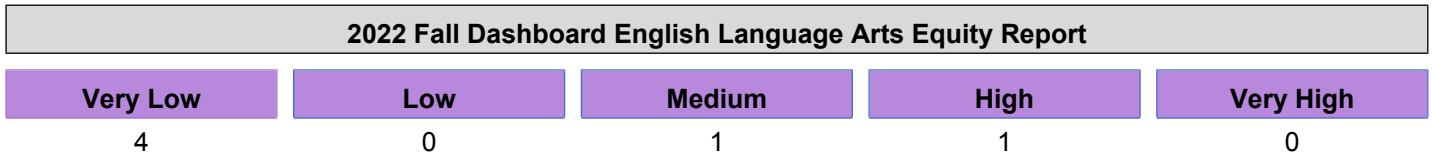
School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.
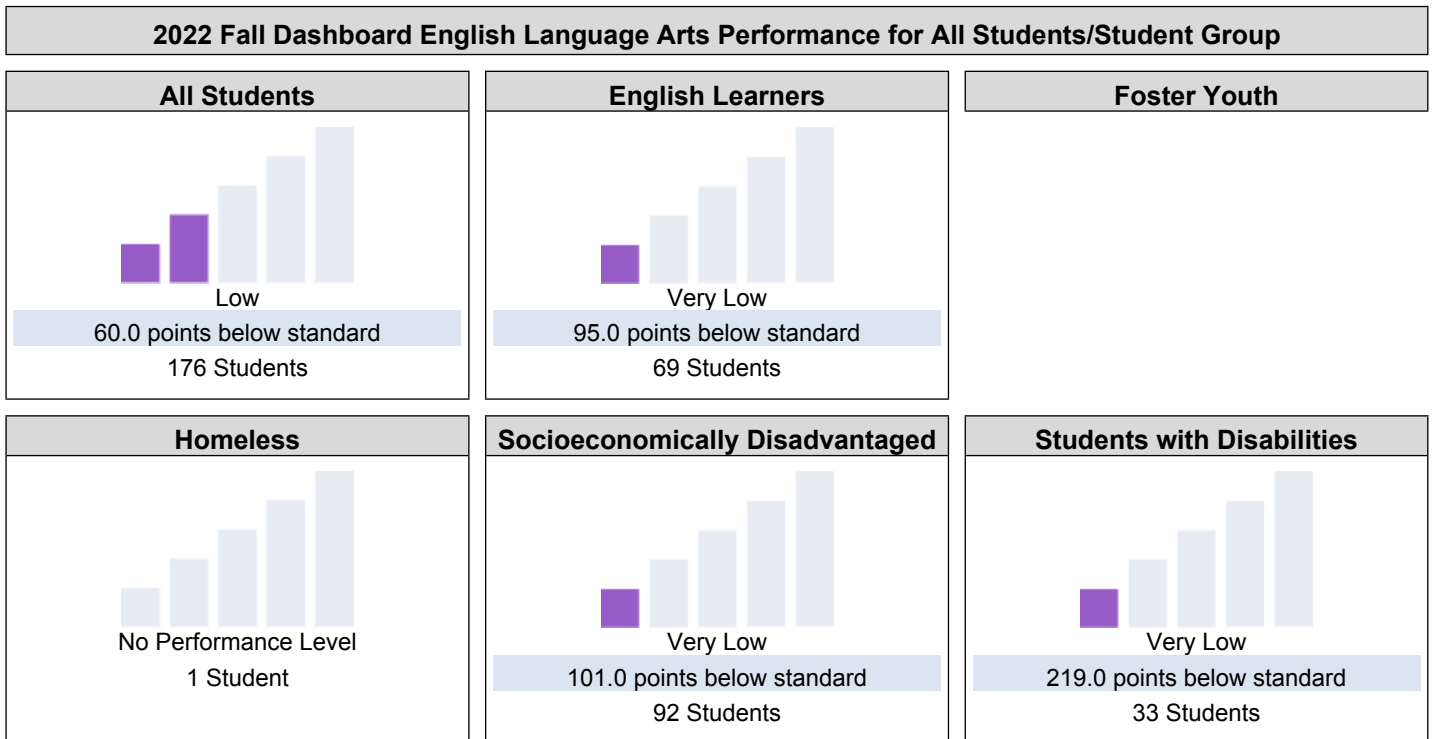
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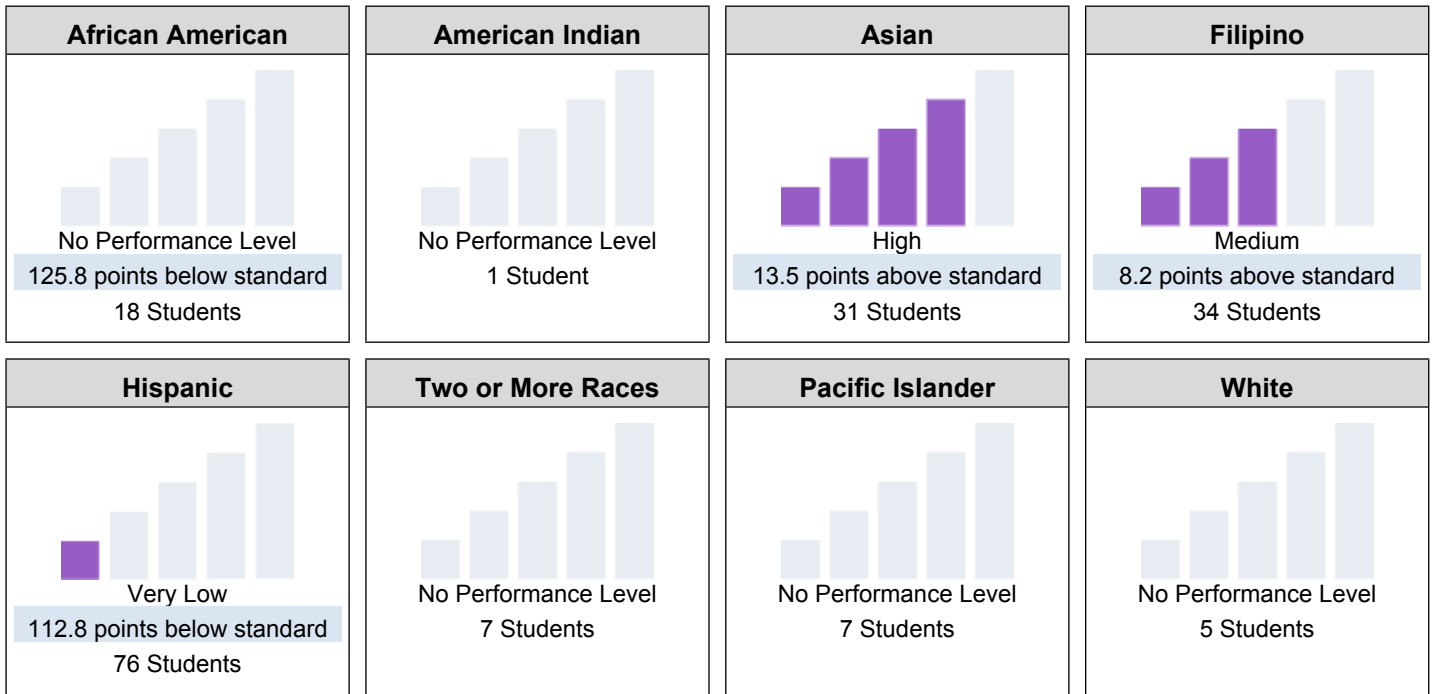

| Very Low | Low | Medium | High | Very High |

Lowest Performance   Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
4	0	1	1	0

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

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Low	Very Low	
60.0 points below standard	95.0 points below standard	
176 Students	69 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very Low	Very Low
1 Student	101.0 points below standard	219.0 points below standard
	92 Students	33 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level	No Performance Level	High	Medium
125.8 points below standard	1 Student	13.5 points above standard	8.2 points above standard
18 Students		31 Students	34 Students

Hispanic	Two or More Races	Pacific Islander	White
Very Low	No Performance Level	No Performance Level	No Performance Level
112.8 points below standard	7 Students	7 Students	5 Students
76 Students			

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
130.0 points below standard	4.0 points below standard	49.3 points below standard
52 Students	18 Students	92 Students

Conclusions based on this data:

In 2021-22 English learners, socioeconomically disadvantaged students and students with disabilities as well as Hispanic students performed very low in ELA. Asian and Filipino students are performing above standard in 2021-22.
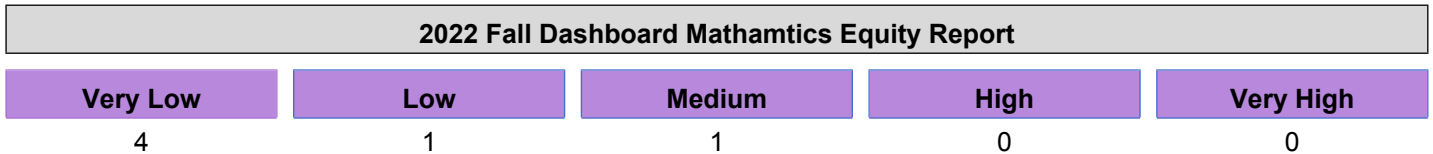
School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).
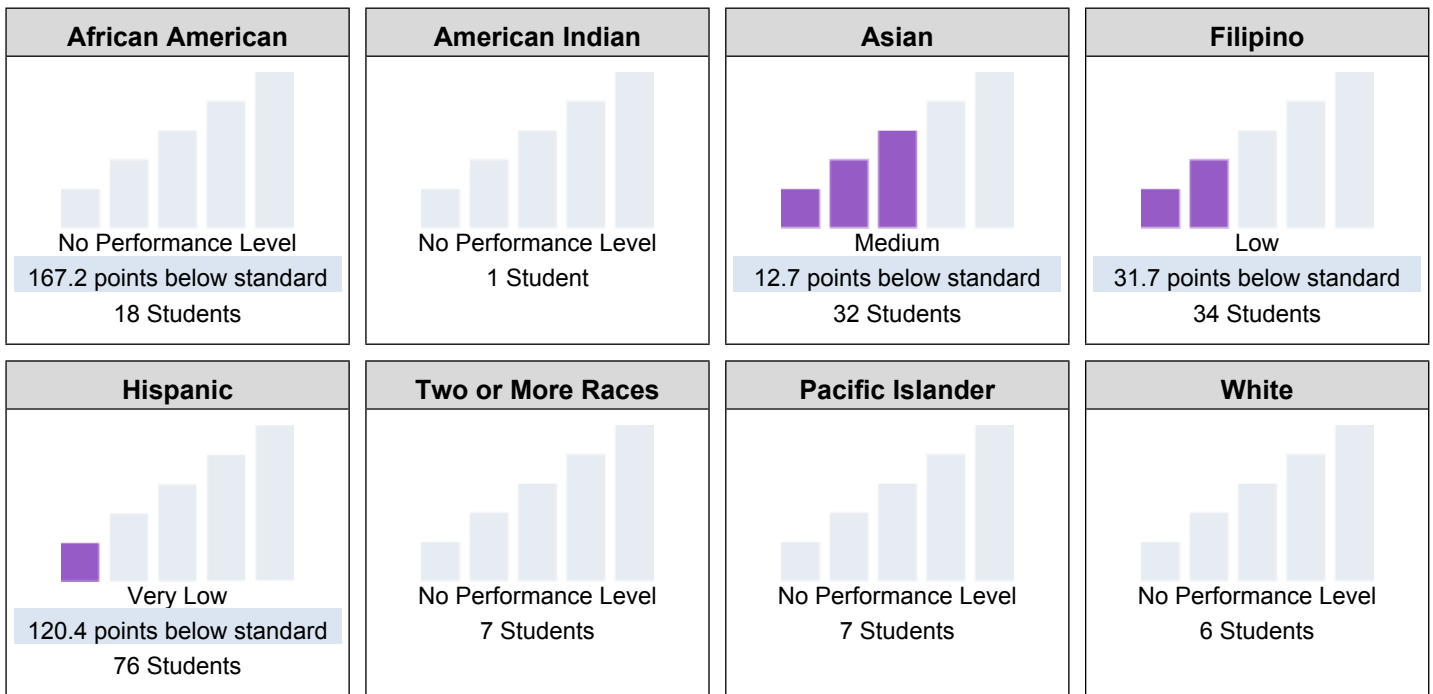

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Mathamtics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
4	1	1	0	0

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

2022 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Low 83.0 points below standard 177 Students	Very Low 103.2 points below standard 71 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level 1 Student	Very Low 111.6 points below standard 93 Students	Very Low 207.3 points below standard 33 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level	No Performance Level	Medium	Low
167.2 points below standard	1 Student	12.7 points below standard	31.7 points below standard
18 Students		32 Students	34 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Very Low	No Performance Level	No Performance Level	No Performance Level
120.4 points below standard	7 Students	7 Students	6 Students
76 Students			

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
132.1 points below standard	24.3 points below standard	83.1 points below standard
54 Students	18 Students	92 Students

Conclusions based on this data:

English learners, socioeconomically disadvantaged students and students with disabilities as well as Hispanic students performed very low in Math in 2021-22. All student groups perform below standard and this is an area of need for focused intervention.

School and Student Performance Data

Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress
Medium
50.0 making progress towards English language proficiency
Number of EL Students: 50 Students
Performance Level: 3
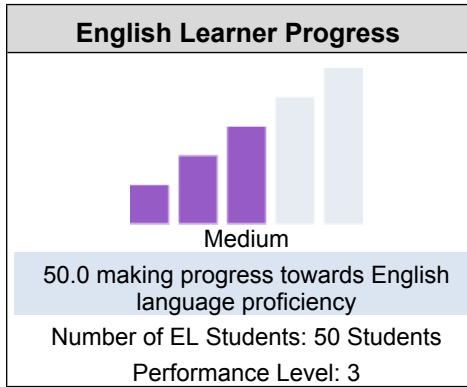
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
14.0%	36.0%	0.0%	50.0%

Conclusions based on this data:

In 2021-22, the majority of students in this indicator either maintained at lower ELPI levels or progressed at least one level. About half of Lorin Eden's EL students are making progress on this dashboard indicator.

School and Student Performance Data

Academic Performance
College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.
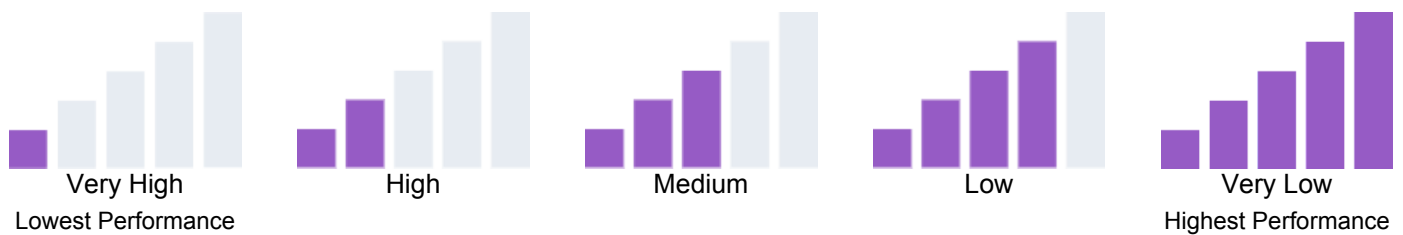
Conclusions based on this data:
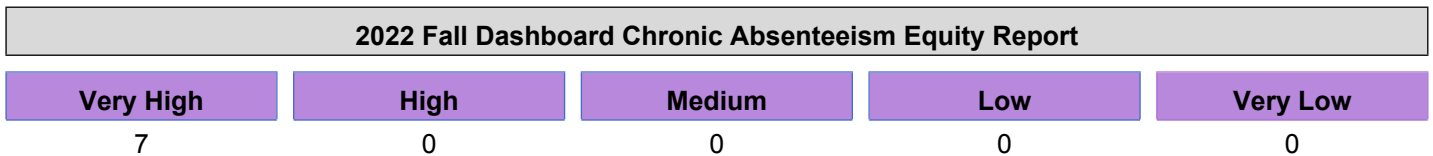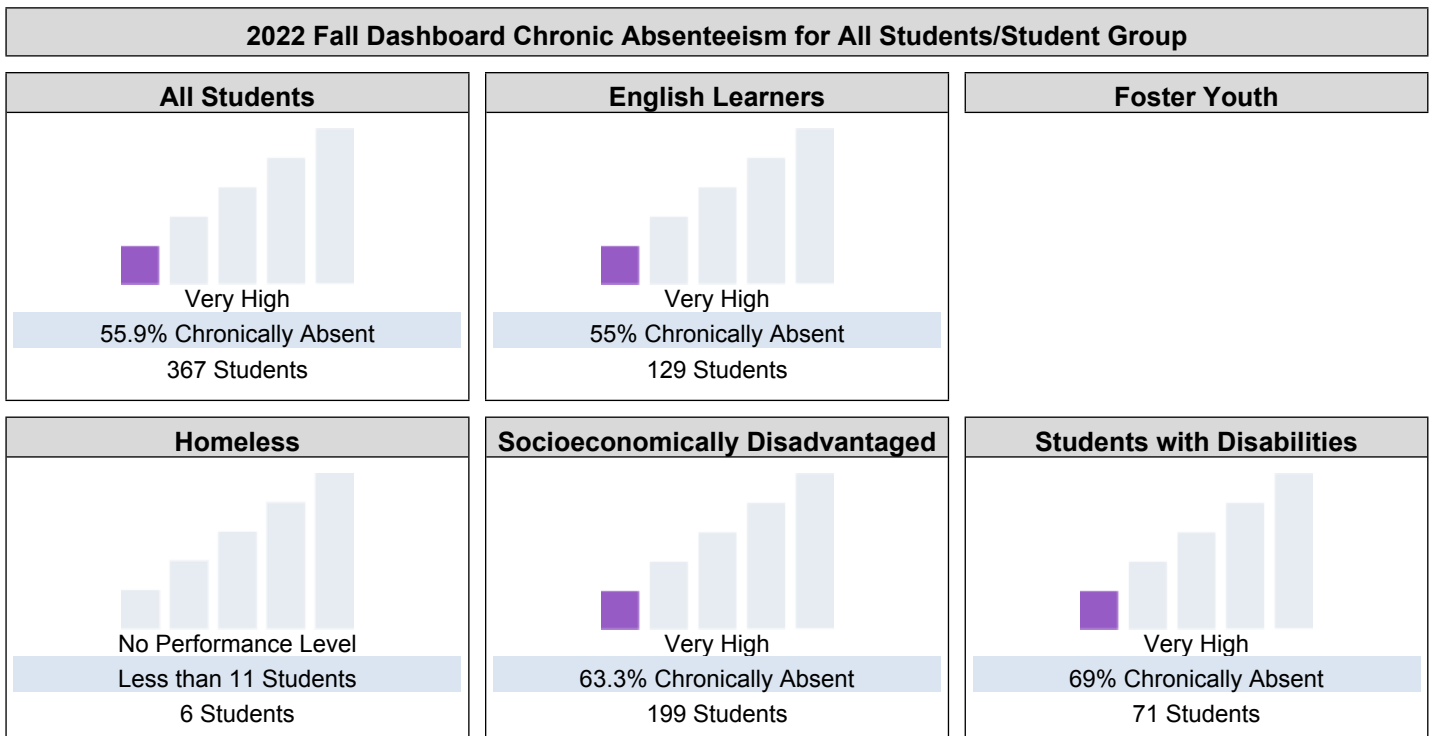
Not reported.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very High	High	Medium	Low	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report

Very High	High	Medium	Low	Very Low
7	0	0	0	0

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

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Very High	Very High	
55.9% Chronically Absent	55% Chronically Absent	
367 Students	129 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very High	Very High
Less than 11 Students	63.3% Chronically Absent	69% Chronically Absent
6 Students	199 Students	71 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American

Very High

73% Chronically Absent

37 Students

American Indian

No Performance Level

Less than 11 Students

1 Student

Asian

Very High

43.8% Chronically Absent

64 Students

Filipino

Very High

47.1% Chronically Absent

51 Students

Hispanic

Very High

60.1% Chronically Absent

163 Students

Two or More Races

No Performance Level

54.5% Chronically Absent

22 Students

Pacific Islander

No Performance Level

50% Chronically Absent

16 Students

White

No Performance Level

61.5% Chronically Absent

13 Students

Conclusions based on this data:

Our African American, Hispanic and White students have the highest percentage of chronic absenteeism and this is a major concern at Lorin Eden.

School and Student Performance Data

Academic Engagement
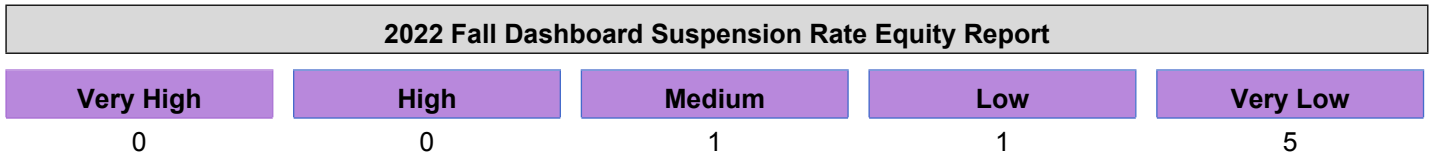## Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.
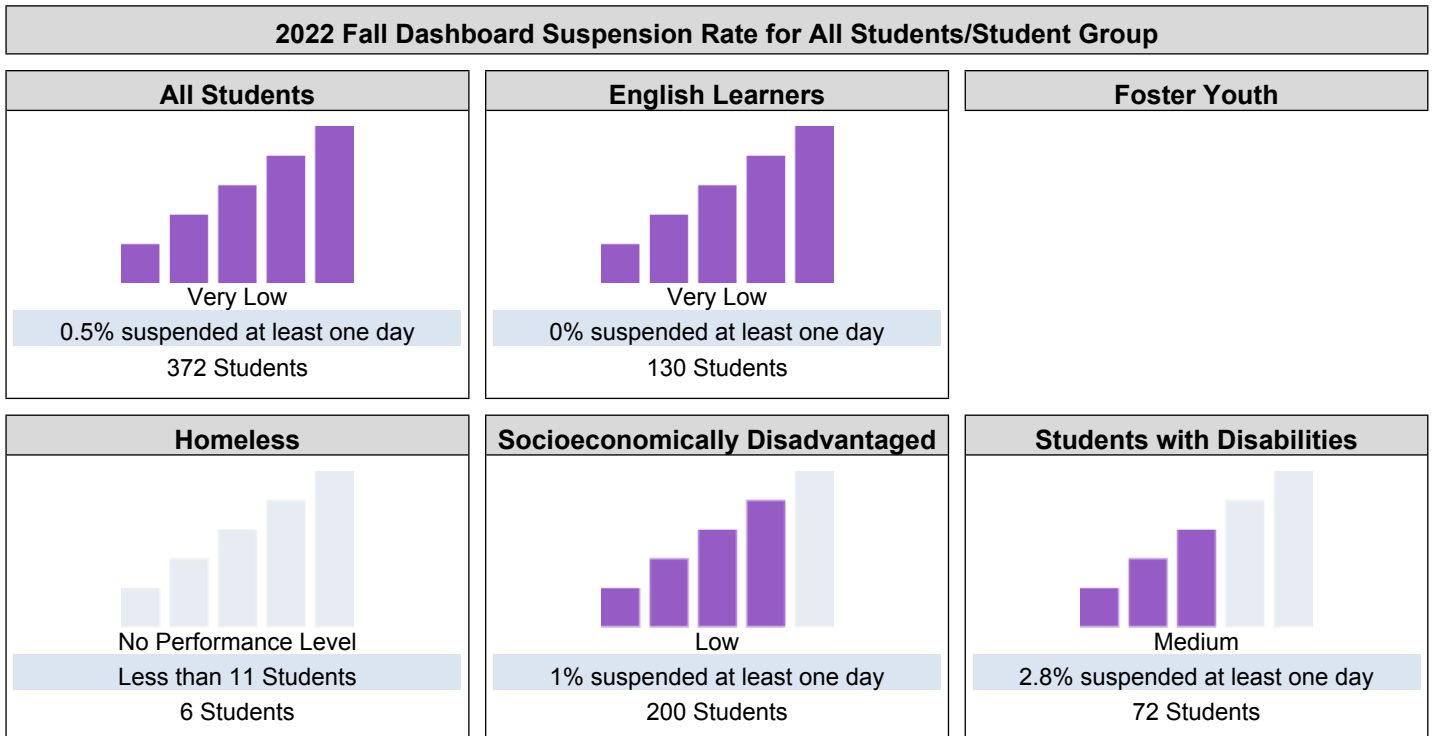
Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report

Very Low	Low	Medium	High	Very High

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

2022 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2022 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

Not applicable.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very High	High	Medium	Low	Very Low

Lowest Performance   Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

Very High	High	Medium	Low	Very Low
0	0	1	1	5

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

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Very Low	Very Low	
0.5% suspended at least one day	0% suspended at least one day	
372 Students	130 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	Medium
Less than 11 Students	1% suspended at least one day	2.8% suspended at least one day
6 Students	200 Students	72 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Very Low	No Performance Level	Very Low	Very Low
0% suspended at least one day	Less than 11 Students	0% suspended at least one day	0% suspended at least one day
37 Students	1 Student	65 Students	52 Students

Hispanic	Two or More Races	Pacific Islander	White
Very Low	No Performance Level	No Performance Level	No Performance Level
0% suspended at least one day	0% suspended at least one day	6.3% suspended at least one day	7.1% suspended at least one day
165 Students	22 Students	16 Students	14 Students

Conclusions based on this data:

Students with disabilities were suspended more often than other groups in the 2021-22 school year.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Deeper Learning -- Language and Literacy

LEA/LCAP Goal

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

Goal 1

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

Identified Need

2022 Dashboard data and SPSA annual needs survey from 2022-23 indicate the need for supplemental support in English Language Arts.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA Reading - All Grades	Currently in Reading, 70% of students are "at or near standard" and "above standard" on CAASPP ELA measures.	75% of students in grades 3-6 who take CAASPP ELA will be performing "at or near standard" or "above standard".

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Lorin Eden will provide teachers and intervention staff release time on a quarterly basis to analyze assessment data, establish next steps for students, including intervention/acceleration for students who would benefit from it, with a focus on equity for all students, with particular attention to be

given to English Learners and African American students.. In addition, release time will be provided for collaborative observations of current evidence-based practices.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	LCFF Supplemental and Concentration Funds 1000-1999: Certificated Personnel Salaries Release time or additional hourly for assessments, data analysis, observation
1500	ESSA Title I , Part A , Basic Grants Low Income and Neglected 2000-2999: Classified Personnel Salaries Release time or additional hourly for assessments, data analysis, observation

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students identified as needing additional intervention and support will receive intervention in English/Language Arts through a structured intervention program.

Strategy/Activity

Lorin Eden will hire an instructional paraeducator to support this goal, and will provide staff with training in evidence based practices.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
32,000	ESSA Title I , Part A , Basic Grants Low Income and Neglected 2000-2999: Classified Personnel Salaries Classified Instructional Paraeducator for ELA and Math
500	ESSA Title I , Part A , Basic Grants Low Income and Neglected 5000-5999: Services And Other Operating Expenditures Training to support evidence based practices in ELA and Math
1000	ESSA Title I , Part A , Basic Grants Low Income and Neglected

	4000-4999: Books And Supplies Supplemental Intervention materials for ELA and Math

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Lorin Eden will continue to partner with Hayward Public Library to offer after school homework help to further support ELA and Math achievement. This will serve students with individualized tutoring and support after school 4 days a week.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2500	LCFF Supplemental and Concentration Funds 5000-5999: Services And Other Operating Expenditures HPL Partnership contribution to After School Homework Help Program

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Lorin Eden will use LEXIA as a supplemental resource to provide access to instruction at each student's individual reading level.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10000	ESSA Title I , Part A , Basic Grants Low Income and Neglected 5800: Professional/Consulting Services And Operating Expenditures Subscription for LEXIA

Annual Review

SPSA Year Reviewed: 2022-23

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 deleted.

ANALYSIS

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

This is the second year in implementing this goal. Again, most 1st-4th grade staff recorded student Fountas and Pinell (F&P) levels. Not all teachers collected this information, especially in the higher grades. There is a need for structured time dedicated to data review and analysis in partnership with the intervention provider.

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

Intervention options are limited due to staffing challenges and scheduling limitations. We have been limited in our ability to provide consistent service in intervention due to staffing changes.

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.

Last year, Lorin Eden changed our metric from CAASPP scores to F&P scores. This supported our teachers' commitment to balanced literacy as a school and our belief that we can teach students to read. However, because we have not yet been able to gather complete F&P scores in order to conduct a thorough analysis, CAASPP scores are noted as the metric used toward this goal. It is our goal by next year to be able to establish regular data review processes that are responsive to student needs such that we could revisit using F&P scores for goalsetting.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Deeper Learning -- Mathematics

LEA/LCAP Goal

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

Goal 2

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

Identified Need

Dashboard data from 2022 and SPSA annual needs survey from 2022-23 indicate the need for supplemental support in mathematics.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Math Concepts and Procedures	48.28% of students currently perform "at or near", or "above standard" in this category	53% of students will perform "at or near" or "above standard" in this category

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Lorin Eden will provide teachers and intervention staff release time on a quarterly basis to analyze assessment data, establish next steps for students, including intervention/acceleration for students who would benefit from it, with a focus on equity for all students. Particular attention and prioritization will be given to English Learners and African American students. In addition, release time will be provided for collaborative observations of current evidence-based practices.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	LCFF Supplemental and Concentration Funds 1000-1999: Certificated Personnel Salaries Substitute coverage for observations, or additional pay to support data analysis.
1000	Title I Part A: Basic Grants Low-Income and Neglected 2000-2999: Classified Personnel Salaries Release time or additional hourly for assessments, data analysis, observation.

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students identified as needing additional intervention and support will receive intervention in Math through a structured intervention program.

Strategy/Activity

Lorin Eden will hire an instructional paraeducator to support this goal, and opportunities will be made available for staff regarding training in evidence based practices.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
32000	ESSA Title I , Part A , Basic Grants Low Income and Neglected 2000-2999: Classified Personnel Salaries Funding for instructional paraeducator
500	ESSA Title I , Part A , Basic Grants Low Income and Neglected 1000-1999: Certificated Personnel Salaries Classroom coverage to allow for evidence based practices training and coaching related to intervention materials
1000	ESSA Title I , Part A , Basic Grants Low Income and Neglected 4000-4999: Books And Supplies Intervention materials

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Lorin Eden will continue to partner with Hayward Public Library to offer after school homework help to further support Math and ELA achievement, and provide individualized tutoring support for students four days weekly.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2500	LCFF Supplemental and Concentration Funds 5000-5999: Services And Other Operating Expenditures Hayward Public Library Partnership contribution to After School Homework Help Program

Annual Review

SPSA Year Reviewed: 2022-23

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 deleted.

ANALYSIS

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

Teachers took some release days to review benchmark assessment data this year. Interventions were not implemented due to staffing inconsistencies and challenges, including periods of no staffing.

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

Due to staffing shortages and challenges in hiring part time classified staff we did not hire a paraeducator until the spring of 2023.

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.

Explicit support for data analysis and implementation, as well as materials are several changes in this plan. Last year, Lorin Eden changed our metric from CAASPP scores to local scores. However, because we have not yet been able to gather complete scores in order to conduct a thorough analysis, CAASPP scores are noted as the metric used toward this goal. It is our goal by next year to be able to establish regular data review processes that are responsive to student needs and we could revisit using local benchmark data scores for goal setting.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Deeper Learning -- English Language Development

LEA/LCAP Goal

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

Goal 3

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

Identified Need

English learners are identified both in the SPSA annual needs assessment as well as in California dashboard data as a population of our school that is underserved.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Learner Progress Indicator (Statewide Dashboard)	50.0% of students progressed at least one ELPI level	55% of students will progress at least one ELPI level
Redesignation data (RFEP - Reclassified Fluent English Proficient)	In 21-22, 9.4% of English Learners were reclassified. Up through April 2022-23, approximately 6% of our EL population has been reclassified in the 22-23 school year.	10% of our English Learners will be reclassified RFEP

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Lorin Eden will provide teachers with additional training support for teachers to plan Integrated and Designated ELD to fully support students' language proficiency and access to the content.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded None Specified EL specialist to provide additional training for Lorin Eden teachers specifically to support our English Learners in the classroom.

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English learners identified by our EL specialist

Strategy/Activity

District EL Specialist and Paraeducator to provide Leveled Literacy Intervention (LLI) small groups for at least 12 weeks of the school year.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded None Specified District Funded EL Specialist and District Funded Paraeducator

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

All English Learners and Newcomers will be provided instruction on the LEXIA English platform which is specifically designed for newcomers and emergent bilingual students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
6858	LCFF Supplemental and Concentration Funds 5800: Professional/Consulting Services And Operating Expenditures Subscription to LEXIA includes LEXIA English access through the platform.

Annual Review

SPSA Year Reviewed: 2022-23

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 deleted.

ANALYSIS

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

1st and 2nd grade students received LLI intervention for 2 months of the school year. All first, second and third grade classes provided staggered reading instruction with ELD emphasis during the 22-23 school year.

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

Additional resources are being directed to support students in their learning options with the addition of the online listening, speaking and reading platform (LEXIA English).

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.

Note detailed adjustments in the metrics, strategies and outcomes in the 2022-23 SPSA for Lorin Eden.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Deeper Learning -- Visual and Performing Arts

LEA/LCAP Goal

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

Goal 4

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

Identified Need

Lorin Eden deeply values the arts and holds an annual art show (LEMOMA). Lorin Eden has a music program that supports both vocal and instrumental music at the school. We currently have few other opportunities for students to engage in deeper learning in the visual and performing arts. The SPSA annual needs survey identified after school arts enrichment clubs as an area of need.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Annual needs survey	Limited opportunities exist in classrooms or after school for visual/performing arts	Lorin Eden will have monthly arts focus represented in classrooms and will have at least one after school opportunity for students.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Lorin Eden will promote arts integration by hosting performances that are culturally relevant and connected to our community.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	Parent-Teacher Association (PTA) 0001-0999: Unrestricted: Locally Defined Assemblies and performances

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Lorin Eden will offer after school opportunities for enrichment in the arts (drama and art clubs).

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	Donations 0001-0999: Unrestricted: Locally Defined Funding to support after school arts enrichment opportunities
400	Parent-Teacher Association (PTA) None Specified Funding for materials

Annual Review

SPSA Year Reviewed: 2022-23

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 deleted.

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

New Goal

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

New Goal

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

New Goal

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

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

LEA/LCAP Goal

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

Goal 5

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

Identified Need

Social-Emotional learning is an area of identified need from the SPSA annual needs survey as well as through anecdotal teacher data. This year we have observed this to be an area of ongoing need, particularly as we return to the first full year post-pandemic. We have a 50% mental health counselor on staff as well as our Youth Intervention specialist and our 50% Family Engagement Specialist. This year we have launched the Safe School Ambassadors program thanks to a grant funded opportunity and this is in beginning stages. This SEL goal is rooted in Anti-Bias/Anti-Racism and Culturally Responsive pedagogies.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Program Implementation	Currently we do not have a consistent SEL program implemented schoolwide and we have begun initial steps in the Safe School Ambassadors program with one training day held.	All teachers and staff will receive training and will implement the identified components of the Soul Shoppe curriculum and Safe School Ambassadors across settings at Lorin Eden.
Survey data	Survey to be administered in Fall to evaluate status of program implementation.	Survey data at end of year will indicate that all teachers and staff are aware of and connected to the SEL programs at Lorin Eden.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ILT and Staff Meeting agendas	Ongoing AB/AR work is documented in staff meeting agendas.	Ongoing AB/AR and Culturally Responsive Pedagogy training will be documented in ILT and Staff Meeting agendas.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Funding to support climate and culture initiatives that support all students schoolwide, specifically Safe School Ambassadors Program and Soul Shoppe programming.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded None Specified Family Engagement Specialist, and Youth Intervention Specialist serve Lorin Eden
1150	LCFF 1000-1999: Certificated Personnel Salaries Substitute coverage for training days Certificated Safe School Ambassador Lead
500	LCFF 2000-2999: Classified Personnel Salaries Substitute coverage for training days Classified Safe School Ambassadors
400	Parent-Teacher Association (PTA) None Specified Support materials and snacks for training
750	Parent-Teacher Association (PTA) None Specified Funding for Soul Shoppe Student Refresher training on-site in Fall 2023

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Lorin Eden will engage in ongoing work to actively implement and embody Anti-Bias/Anti-Racist principles and will receive training in Culturally Responsive social/emotional strategies through staff development work and training with the SEL implementation.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

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 deleted.

ANALYSIS

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

This is a new goal for 2022-23.

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

This is a new goal for 2022-23.

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 is a new goal for 2022-23.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Relationship-Centered Schools -- Parent Engagement

LEA/LCAP Goal

The Hayward Unified School District provides district-level support for parent engagement at the school site level. This includes providing centralized funding for Family Engagement Outreach and Equity Specialists, who work directly with parents to facilitate the connection and communication between families and school.

Goal 6

Relationship-Centered Schools -- Parent Engagement: Lorin Eden will increase the number of parents participating in school activities, including parent advocacy groups and Coffee with the Principal. Ideally, we would double parent participation

Identified Need

This year, Lorin Eden has struggled to bring parents in for events. During a major portion of the fall, we had no Family Engagement Specialist to support this outreach. Schoolwide events are starting to resume with slightly more parent participation this spring, as the pandemic conditions ease.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent participation/logins to hosted school-related meetings (ELAC, SSC, Coffee with the Principal)	The same 2-4 parents have attended regularly scheduled meetings via zoom across the three forums.	An increase in attendance at school-related meetings with the goal of at least doubling parent participation in 2023-24.
AASAI Participation	In 2022-23, Lorin Eden did not have an active AASAI group.	In 2023-24, Lorin Eden will have an AASAI group that meets regularly to discuss strategies to support African American student achievement.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Family Engagement Specialist will send out communications and outreach to connect families to our school events.

Strategy/Activity

Lorin Eden will provide additional options and opportunities for parents to participate in school activities by offering more flexible timing, translation for parents, and more emphasis on parent-requested topics of discussion.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	Parent-Teacher Association (PTA) 0000: Unrestricted Fingerprinting for parent volunteers

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Develop an event calendar for the year recognizing cultural and identity groups and including family events at least 3 times in the 2023-24 school year.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Develop an active AASAI group that supports the African American initiatives at Lorin Eden.

Strategy/Activity

Family engagement specialist and Principal will conduct outreach and develop relationships with African American families and host at least two events specifically aimed at supporting our African American population.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
750	LCFF None Specified

	Expenditure of these funds will be determined by the AASAI group at Lorin Eden to benefit African American student achievement.

Annual Review

SPSA Year Reviewed: 2022-23

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 deleted.

ANALYSIS

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

Last year's strategies were focused on activities for students and assemblies which did not focus on Parent engagement in the same ways. We implemented some of the assemblies but did not yet develop an annual calendar of such events.

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

Budgeted expenditures now focus on recruiting parent volunteers and participation. Last year's was a small budget for student assemblies, and it was not fully funded due to the limited PTA budget.

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 goal focuses directly on engaging and connecting with parents and identifying events for families in our community.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Relationship-Centered Schools -- Attendance and Chronic Absenteeism

LEA/LCAP Goal

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

Goal 7

Relationship-Centered Schools -- Attendance and Chronic Absenteeism: Lorin Eden will decrease chronic absenteeism by 5% in the 23-24 school year.

Identified Need

Dashboard data and SPSA annual needs assessment survey data indicate that chronic absenteeism continues to be a challenge at Lorin Eden. There is a need to focus on African American, Hispanic and White students to improve this indicator.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Statewide Dashboard Data on Chronic Absenteeism	73% of African American students fall into the category of chronically absent in 2022 data..	68% or fewer African American students will fall into the category of chronically absent.
Annual needs assessment data for SPSA	19% of respondents indicated needing support with student attendance strategies.	14% or fewer respondents to the annual needs assessment will indicate a need for support with student attendance strategies.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Lorin Eden will develop and implement a rewards/recognition program to encourage and motivate consistent student attendance.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	Parent-Teacher Association (PTA) None Specified Funding to support incentives for attendance, awards, class acknowledgements

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Lorin Eden staff will continue to collaborate with the district's Child Welfare and Attendance division to reduce families' barriers to attendance, including early intervention and COST services.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

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 deleted.

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

We held meetings with students and families to improve attendance and we also sent families to SARB in 2022-23. In many cases, the contact and meeting with families helped to improve student attendance.

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

We did not start the year with a Family Engagement Specialist and thus didn't start parent groups.

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.

Changes have been made to provide for a system of positive reinforcement that is visible to students and families for the 2023-24 school year.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$40,730.00
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$103,808.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I Part A: Basic Grants Low-Income and Neglected	$1,000.00

Subtotal of additional federal funds included for this school: $1,000.00

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

State or Local Programs	Allocation ($)
District Funded	$0.00
Donations	$2,000.00
ESSA Title I , Part A , Basic Grants Low Income and Neglected	$78,500.00
LCFF	$2,400.00
LCFF Supplemental and Concentration Funds	$15,858.00
Parent-Teacher Association (PTA)	$4,050.00

Subtotal of state or local funds included for this school: $102,808.00

Total of federal, state, and/or local funds for this school: $103,808.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF Supplemental and Concentration Funds	11,970.00	-3,888.00
Title I Part A: Basic Grants Low-Income and Neglected	39,755.00	38,755.00

Expenditures by Funding Source

Funding Source	Amount
District Funded	0.00
Donations	2,000.00
ESSA Title I , Part A , Basic Grants Low Income and Neglected	78,500.00
LCFF	2,400.00
LCFF Supplemental and Concentration Funds	15,858.00
Parent-Teacher Association (PTA)	4,050.00
Title I Part A: Basic Grants Low-Income and Neglected	1,000.00

Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	1,000.00
0001-0999: Unrestricted: Locally Defined	3,000.00
1000-1999: Certificated Personnel Salaries	5,650.00
2000-2999: Classified Personnel Salaries	67,000.00
4000-4999: Books And Supplies	2,000.00
5000-5999: Services And Other Operating Expenditures	5,500.00
5800: Professional/Consulting Services And Operating Expenditures	16,858.00
None Specified	2,800.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
None Specified	District Funded	0.00
0001-0999: Unrestricted: Locally Defined	Donations	2,000.00
1000-1999: Certificated Personnel Salaries	ESSA Title I , Part A , Basic Grants Low Income and Neglected	500.00
2000-2999: Classified Personnel Salaries	ESSA Title I , Part A , Basic Grants Low Income and Neglected	65,500.00
4000-4999: Books And Supplies	ESSA Title I , Part A , Basic Grants Low Income and Neglected	2,000.00
5000-5999: Services And Other Operating Expenditures	ESSA Title I , Part A , Basic Grants Low Income and Neglected	500.00
5800: Professional/Consulting Services And Operating Expenditures	ESSA Title I , Part A , Basic Grants Low Income and Neglected	10,000.00
1000-1999: Certificated Personnel Salaries	LCFF	1,150.00
2000-2999: Classified Personnel Salaries	LCFF	500.00
None Specified	LCFF	750.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration Funds	4,000.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration Funds	5,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental and Concentration Funds	6,858.00
0000: Unrestricted	Parent-Teacher Association (PTA)	1,000.00
0001-0999: Unrestricted: Locally Defined	Parent-Teacher Association (PTA)	1,000.00
None Specified	Parent-Teacher Association (PTA)	2,050.00
2000-2999: Classified Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	1,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	49,500.00
Goal 2	39,000.00
Goal 3	6,858.00
Goal 4	3,400.00

Goal 5	2,800.00
Goal 6	1,750.00
Goal 7	500.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

0 Secondary Students

Name of Members	Role
Julia Valdez	Principal
Alma Lozano	Classroom Teacher
Tess Williams	Classroom Teacher
Melissa Suarez	Classroom Teacher
Kathy Gehr	Other School Staff
Bethany Fung	Parent or Community Member
Razzelle Buenavista	Parent or Community Member
MaryJane Salvador	Parent or Community Member
Rosa Ruiz	Parent or Community Member
Arlen Torres Munoz	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
[signature]	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 6/13/23.

Attested:

[signature]	Principal, Julia Valdez on 6/13/23
[signature]	SSC Chairperson, Tess Williams on 6/13/23

Title I School-Level Parent and Family Engagement Policy
Lorin Eden Elementary School
April 2023

With approval from the local governing board, Lorin Eden Elementary School has developed a written Title I parent and family engagement policy with input from parents and family members of participating children. The school works with the School Site Council (SSC) and other parent committees (e.g. English Learners Advisory Committee) to review and update the policy. The school has distributed the policy to parents and family members of children served under Title I, Part A. The school distributes the policy through its Parent Handbook. *EC* Section 11503; 20 United States Code [U.S.C.] Section [§] 6318[b][1-4])

Involvement of Parents in the Title I Program

To involve parents and family members in the Title I program at Lorin Eden Elementary School, the following practices have been established:

a) Each year, Lorin Eden Elementary presents its Title I status at its annual Back To School Night. The presentation is to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program. Parents are informed of these requirements and rights at SSC, ELAC, and at an evening Title I Parent Meeting.

b) The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening. These meetings include, but may not be limited to, Coffee with the Principal, English Learner Advisory Committee (ELACs), School Site Council (SSC), Parent-Teacher Association (PTA), and African American Student Achievement Initiative (AASAI). Parents are informed of these meetings in our weekly school newsletter, flyers that are sent home, and through phone and electronic messages.

c) Lorin Eden Elementary School has developed a written Title I parental involvement policy with input from Title I parents. Input is taken at SSC (School Site Council) and at ELAC (English Language Advisory Committee) meetings. In addition, there is an ELAC representative on the SSC. The school sends the policy home with students and is also included in the Lorin Eden Elementary Student Handbook.

d) The school provides parents of participating children with the following:

   1. The school provides parents of Title I students with timely information about Title I programs. Parents are informed of these programs in our school newsletter, flyers that are sent home, and through electronic messages.

1

2. The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet. Parents are informed at Back to School Night, brochures, and at teacher-parent conferences of curriculum, assessment, and proficiency requirements. This information also includes English Language Proficiency Assessments for California (ELPAC) performance data, and benchmark English Language Arts and Mathematics. This information is also included in the Student Handbook, which is available on the website.

3. If requested by parents of Title I students, the school provides opportunities for regular meetings that allow parents to participate in decisions relating to the education of their children. Parents can meet with school personnel at teacher-parent-conferences, SSC and ELAC meetings, or at any given time when parents wish to meet to discuss their student's progress.

e) The School Site Council (SSC) and an English Learner Advisory Committee (ELAC) Representative work together to conduct an Annual Review of the SPSA. Their comments are published in the SPSA under each section's Annual Review, and are made available to the Governing Board. In addition, the SSC and the ELAC representative collaborate to update the SPSA each year.

Building Capacity for Involvement
(Parent and Family Engagement Policy Continued)

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted with Title I, Part A funds establishing the practices listed below. (20 U.S.C. § 6318[e])

a) Our school provides families with the opportunity to learn about the standards, assessments, Title I, and how best to monitor and support their children through the annual Back to School Night event, monthly Coffee with the Principal meetings, and regular English Learner Advisory Committee (ELAC) meetings, African American Student Achievement Initiative (AASAI) meetings, Parent-Teacher Association (PTA) meetings, and School Site Council (SSC) meetings.

b) Family Engagement Specialists provide support and meetings for parents around advocacy and academic standards to best support their students at home. Materials are also provided through Coffee with the Principal, ELACs, AASAI, PTA, and SSC meetings.

c) Professional Development for staff occurs regularly through monthly staff meetings, site-level PD, and SSC training. In addition, ELAC provides information for teachers and the school for how to support their English Learner children.

d) We have a Family Engagement Specialist, and whenever possible they are housed at the Parent Center, on site. The FES focuses on academics, advocacy, and social-emotional support and information. For English Learner parents, we provide information on the regulations to support English Learners, the implementation of programs at the district level through our DELAC, and we also offer district-wide Town Hall meetings for Special Education parents, and for all parents, around the needs of their students. Town Halls are always provided in both English and Spanish.

e) Overall 15%+ of our population is Spanish speaking, and all information is sent home in both English and Spanish.

f) The school will provide additional support as requested by parents as funds allow.

Accessibility

Lorin Eden Elementary School, to the extent practicable, provides opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children) including providing information and school reports required under section 1111 of the ESEA (20 U.S.C. § 6311), as amended by ESSA, in a format and, to the extent practicable, in a language such parents understand. (20 U.S.C. § 6318[f])

Communication with all groups goes through Coffee with the Principal, and all materials are shared in both English and Spanish. Our Family Engagement Specialist is on site and works directly with parents, typically at the Parent Center. Webpage for the school site provides comprehensive information, in English and in Spanish, in its Student Handbook. EL Specialists and Principals have meetings with parents of ELs through ELACs. Principals convene with School Site Councils. Principals also attend AASAI meetings.

School-Parent Compact

<center>

Lorin Eden Elementary School

Student/Parent/Family/Teacher

School Compact

</center>

Name _____ **Room # _____**

Student Pledge:

As a student of Lorin Eden Elementary I will try my best to:

- Be responsible
- Be respectful
- Be kind to myself and others
- Be safe

I will also remember:

- That I am smart
- That I am capable
- To try my best
- To ask for help
- To share ideas
- To do my work
- It's okay to make mistakes

Student's Signature

_____ Date_____

Parent/ Family/Pledge:

I realize that my child's education is very important, and I understand that my participation in my child's education will help their achievement. Therefore, to help my child meet their highest potential, I agree to carry out the following responsibilities to the best of my ability:

- Have my child completes their homework
- Provide a quiet time and place for homework
- Attend Back to School Night, Parent Conferences, and Open House, Coffee with the Principal, School Site Council, and ELAC
- Read and agree to the Lorin Eden Elementary Code of Conduct
- Communicate the importance of education and learning to my child
- Monitor and limit my child's TV viewing and video use
- Read to my child and encourage my child to read every day (20 minutes for grades TK -3, and 30 minutes for grades 4-6)
- Communicate with the teacher or the school when I have a question, comment or concern
- Ensure that my child arrives on time and attends school every day, gets adequate sleep, and regular medical attention and proper nutrition
- Consistently monitor my child's progress in school
- Participate in activities at school, such as school decision making, volunteering and/or attending parent-teacher conferences, Back to School Night, Open House, Coffee with the Principal, School Site Council, and ELAC
- Communicate the importance of education and learning to my child
- Respect the school, staff, students, and families (no bullying)

Parent's Signature

_____ Date_____

Staff Pledge:

I understand the importance of the school experience to every student and my role as a teacher and model. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- Provide high-quality curriculum and instruction including HUSD's 3 R's i.e. rigor, responsibility, results for 21st century success
- Communicate regularly with families about student progress through conferences, parent-teacher meetings, progress reports, and other available means
- Provide reasonable opportunities for parents to volunteer and participate in their child's class, and to observe classroom activities
- Motivate my students to learn
- Maintain high expectations and help every child develop a love of learning
- Be aware of specific individual needs
- Provide a warm, safe, and caring learning environment
- Provide meaningful, daily assignments to reinforce and extend learning
- Participate in professional development activities that improve teaching and learning and that support the formation of partnerships with families and the community
- Participate actively in collaborative decision making
- Work consistently with families and my school colleagues to make the school an accessible and welcoming place for families
- Respect the school, students, staff and families

Teacher's Signature

_____ Date_____