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
Eldridge Elementary	01611926000947	04/25/23	May 24th, 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"

Our site 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.

Eldridge Elementary School 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

Site met with the SSC to review SPSA, update and approve budgets, and create new SPSA for the 2023/24 school year. We have also gathered feedback from various parent groups on campus including the English Language Learner Advisory Committee, which meets once a month, and at Coffee With The Principal on a monthly basis.

Resource Inequities

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

SSC, ILT, ELAC, SBDM find the following inequities:
- Eldridge does not have an on-site coach, but other schools have coaches. Eldridge needs an instructional coach to help promote deeper learning strategies and student academic engagement (SAE).
- Budget cuts have decreased the amount of intervention hours available to support intensive and strategic students in both ELA and Math.
- Lack of funds to cover new/updated technology as compared to other schools in HUSD (mounted projectors, smart boards, etc). Newer technology creates greater opportunities for S.A.E. Updated technology improves teaching and enhances learning. Distance Learning requires updated technology.

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	0.3%	0.35%	0%	1	1	0
African American	6.4%	5.19%	4.98%	21	15	15
Asian	10.1%	8.30%	9.3%	33	24	28
Filipino	8.6%	9.00%	10.63%	28	26	32
Hispanic/Latino	60.9%	63.67%	64.45%	199	184	194
Pacific Islander	7.7%	7.61%	4.98%	25	22	15
White	2.1%	2.08%	1%	7	6	3
Multiple/No Response	4.0%	3.81%	4.32%	13	11	13
			Total Enrollment	327	289	301

Conclusions based on this data:

Our student population has decreased over the last four years from 362 to 289.

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	109	102	99	33.30%	35.3%	32.9%
Fluent English Proficient (FEP)	42	33	42	12.80%	11.4%	14.0%
Reclassified Fluent English Proficient (RFEP)	0			0.0%		

Conclusions based on this data:

English Learner enrollment has declined from 19-20 to 21-22

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (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	50	42		0	41		0	40		0.0	97.6	
Grade 4	45	41		0	40		0	40		0.0	97.6	
Grade 5	49	39		0	38		0	38		0.0	97.4	
Grade 6	47	42		0	41		0	41		0.0	97.6	
All Grades	191	164		0	160		0	159		0.0	97.6	

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

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		2405.			20.00			27.50			20.00			32.50	
Grade 4		2407.			5.00			20.00			20.00			55.00	
Grade 5		2473.			18.42			18.42			15.79			47.37	
Grade 6		2502.			17.07			24.39			26.83			31.71	
All Grades	N/A	N/A	N/A		15.09			22.64			20.75			41.51	

Overall Achievement for All Students

Reading
Demonstrating understanding of literary and non-fictional texts

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		12.50			55.00			32.50	
Grade 4		5.00			62.50			32.50	
Grade 5		15.79			60.53			23.68	
Grade 6		21.95			43.90			34.15	
All Grades		13.84			55.35			30.82	

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		10.26			56.41			33.33	
Grade 4		5.00			57.50			37.50	
Grade 5		18.42			50.00			31.58	
Grade 6		14.63			46.34			39.02	
All Grades		12.03			52.53			35.44	

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		12.50			72.50			15.00	
Grade 4		2.50			70.00			27.50	
Grade 5		7.89			60.53			31.58	
Grade 6		4.88			70.73			24.39	
All Grades		6.92			68.55			24.53	

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		17.50			57.50			25.00	
Grade 4		5.00			70.00			25.00	
Grade 5		15.79			57.89			26.32	
Grade 6		17.07			58.54			24.39	
All Grades		13.84			61.01			25.16	

Conclusions based on this data:

Our data indicates that there have been mixed results in Language Arts academic performance. Third grade has experienced a decrease of 1.5%, fourth grade experienced a decrease of 26.79 %, fifth grade experienced an increase of 4.59 %, and 6th grade experienced a decrease of 11.38 %. We attribute the decrease to the pandemic, and we are working on learning acceleration strategies for the next academic year.

School and Student Performance Data

CAASPP Results
Mathematics (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	50	42		0	42		0	42		0.0	100.0	
Grade 4	45	41		0	41		0	41		0.0	100.0	
Grade 5	49	39		0	39		0	39		0.0	100.0	
Grade 6	47	42		0	42		0	41		0.0	100.0	
All Grades	191	164		0	164		0	163		0.0	100.0	

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

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		2383.			4.76			19.05			33.33			42.86	
Grade 4		2419.			2.44			14.63			34.15			48.78	
Grade 5		2409.			0.00			5.13			28.21			66.67	
Grade 6		2483.			12.20			17.07			21.95			48.78	
All Grades	N/A	N/A	N/A		4.91			14.11			29.45			51.53	

Overall Achievement for All Students

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		4.76			50.00			45.24	
Grade 4		4.88			43.90			51.22	
Grade 5		0.00			23.08			76.92	
Grade 6		14.63			36.59			48.78	
All Grades		6.13			38.65			55.21	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems								
	% Above Standard			% At or Near Standard			% Below Standard		
Grade Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		4.76			50.00			45.24	
Grade 4		4.88			43.90			51.22	
Grade 5		0.00			43.59			56.41	
Grade 6		4.88			48.78			46.34	
All Grades		3.68			46.63			49.69	

Communicating Reasoning Demonstrating ability to support mathematical conclusions								
	% Above Standard			% At or Near Standard			% Below Standard		
Grade Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		9.52			66.67			23.81	
Grade 4		2.44			53.66			43.90	
Grade 5		0.00			53.85			46.15	
Grade 6		14.63			53.66			31.71	
All Grades		6.75			57.06			36.20	

Conclusions based on this data:

Our data indicates that our students decreased in math performance. Third grade experienced a decrease of 23.69%. Fourth grade experienced a decrease of 20.23%. Fifth grade experienced a decrease of 12.61%. Sixth grade experienced a decrease of 6.32%. We attribute the decrease to the pandemic, and we are working on learning acceleration strategies for the next academic year.

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**
289	**59.2**	**35.3**	**0.3**
Total Number of Students enrolled in Eldridge 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.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	102	35.3
Foster Youth	1	0.3
Homeless		
Socioeconomically Disadvantaged	171	59.2
Students with Disabilities	39	13.5

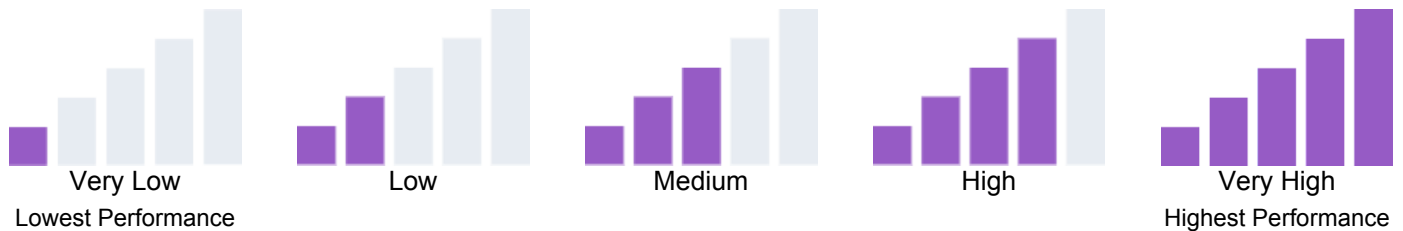| Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	15	5.2
American Indian	1	0.3
Asian	24	8.3
Filipino	26	9.0
Hispanic	184	63.7
Two or More Races	11	3.8
Pacific Islander	22	7.6
White	6	2.1

Conclusions based on this data:

Our school is very diverse. There are several languages spoken in our community. Diversity is our strength.

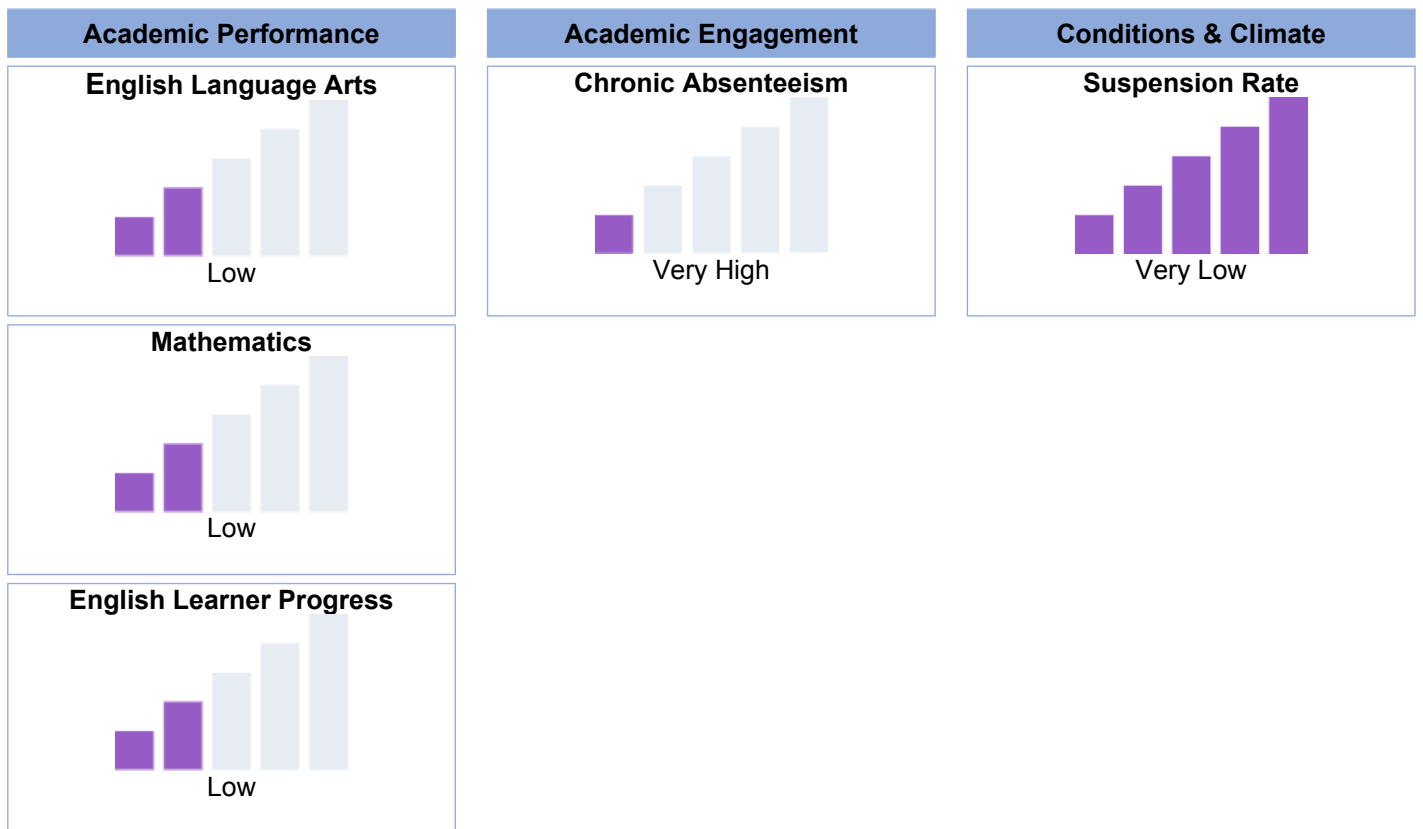# School and Student Performance Data

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	Academic Engagement	Conditions & Climate
English Language Arts — Low	**Chronic Absenteeism** — Very High	**Suspension Rate** — Very Low
Mathematics — Low		
English Learner Progress — Low		

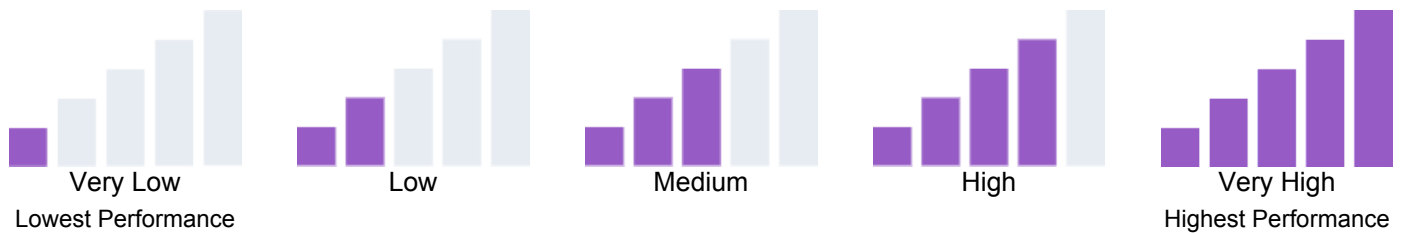**Conclusions based on this data:**

The data indicates learning loss among our students. There is an overall decrease in proficiency levels in English Language Arts of 8.33 % and 12.12 % decrease in math. Our English Learners also experienced a decrease in performance. However, our suspension rate is very low due to the implementation of PBIS strategies and our focus on Social Emotional Learning. We attribute the decrease to the pandemic, and we are working on accelerating learning strategies for the next academic year.
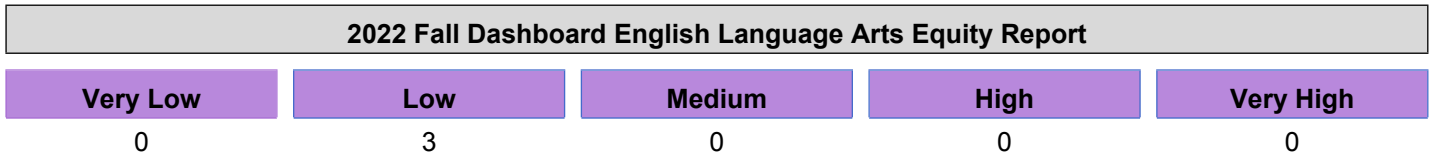
School and Student Performance Data

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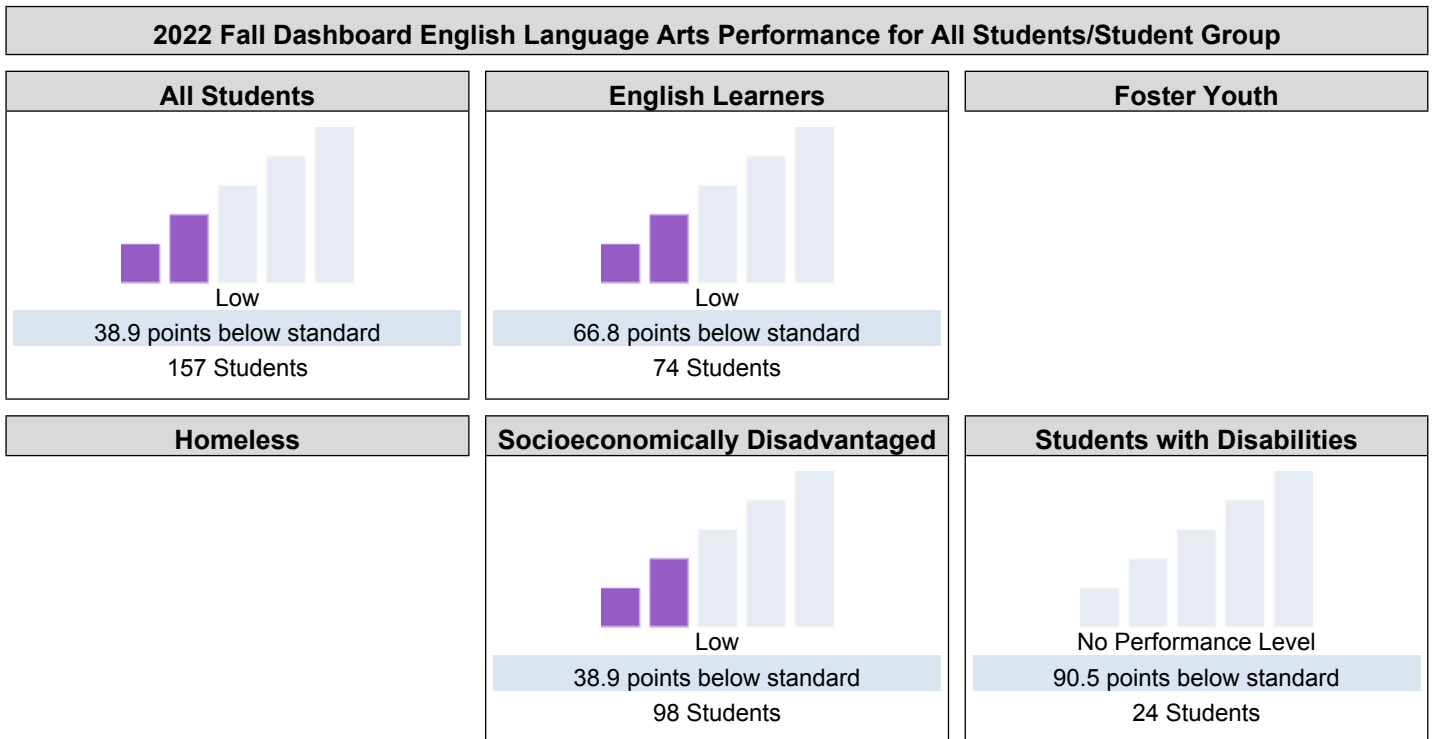
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).
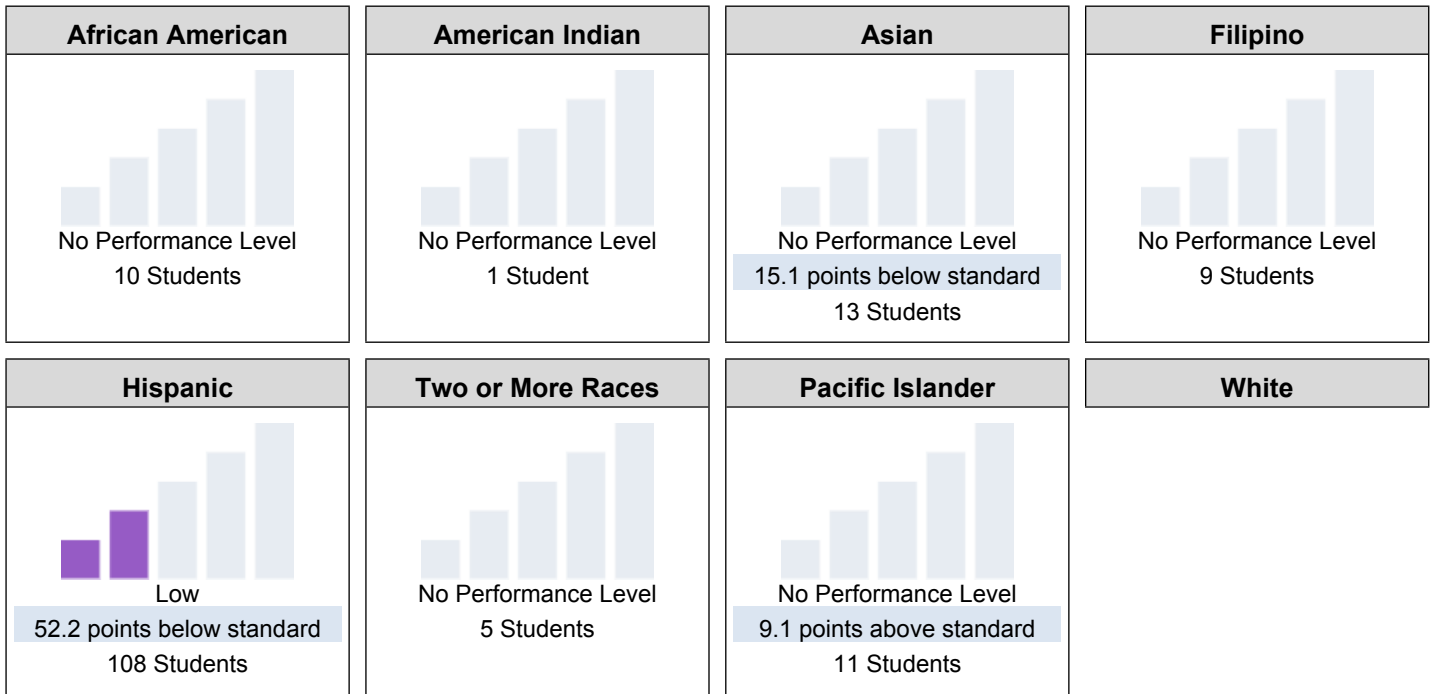
Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
0	3	0	0	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	Low	
38.9 points below standard	66.8 points below standard	
157 Students	74 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	Low	No Performance Level
	38.9 points below standard	90.5 points below standard
	98 Students	24 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American

No Performance Level

10 Students

American Indian

No Performance Level

1 Student

Asian

No Performance Level

15.1 points below standard

13 Students

Filipino

No Performance Level

9 Students

Hispanic

Low

52.2 points below standard

108 Students

Two or More Races

No Performance Level

5 Students

Pacific Islander

No Performance Level

9.1 points above standard

11 Students

White

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

111.5 points below standard

48 Students

Reclassified English Learners

15.7 points above standard

26 Students

English Only

15.5 points below standard

75 Students

Conclusions based on this data:

Based on this data we can conclude that 157 of our students are performing below standard, 74 of our English Learners are performing below standard, 98 of our Socioeconomically Disadvantaged students are performing below standard, and 108 of our Hispanic students are performing below standard. However, 26 of our Reclassified English Learners are performing above standard.
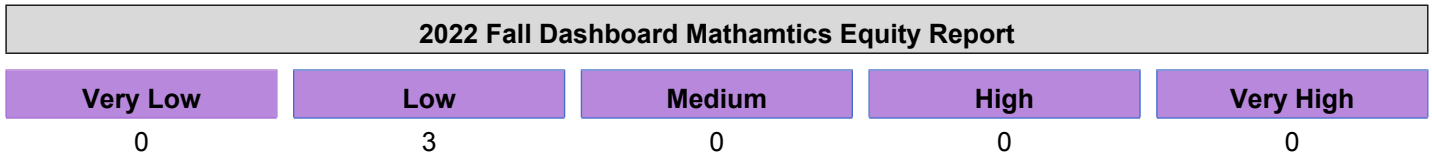
School and Student Performance Data

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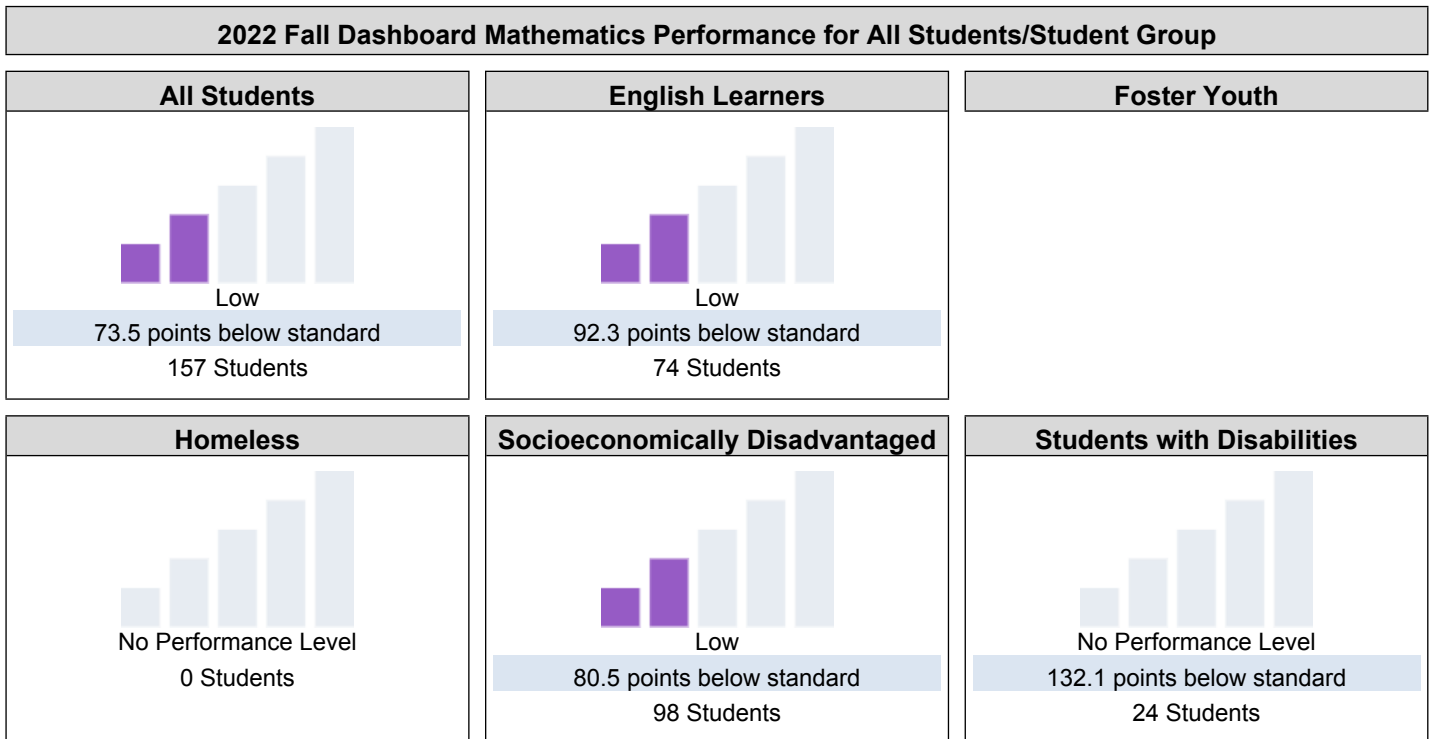
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).
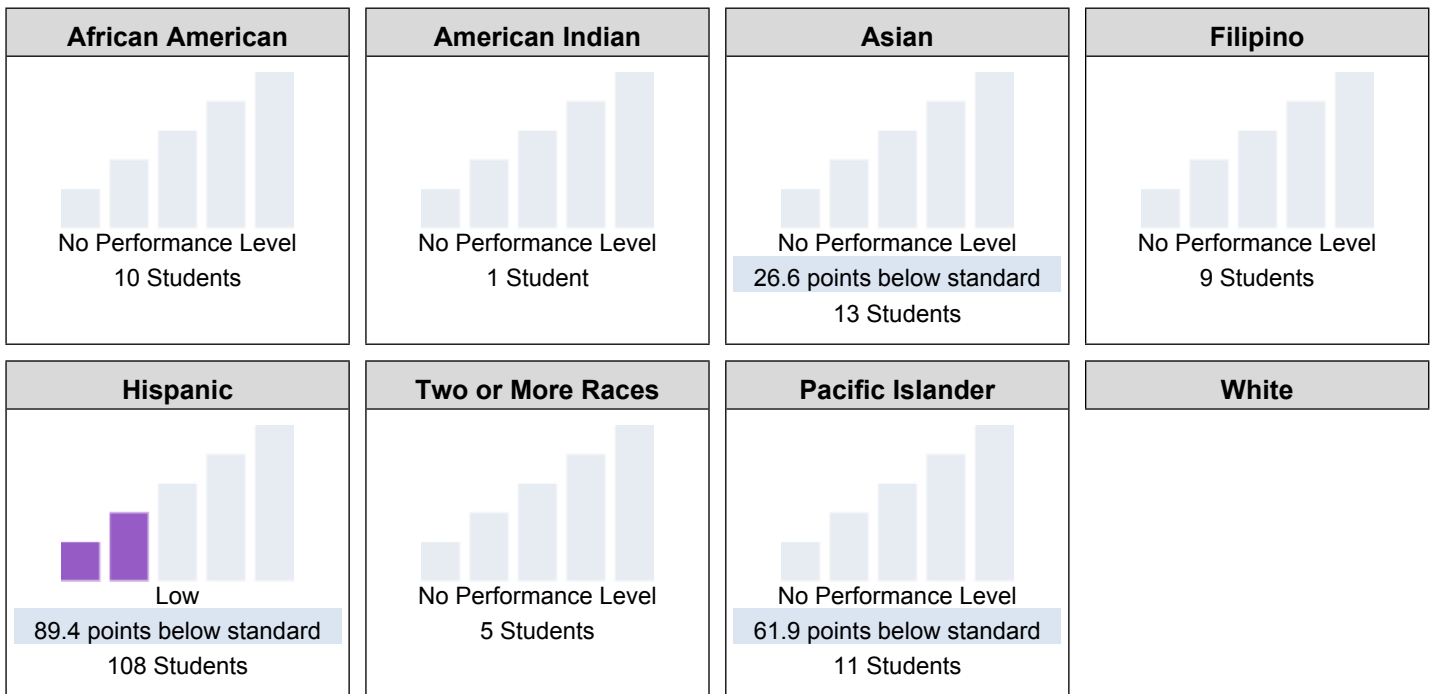

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Mathamtics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
0	3	0	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	Low	
73.5 points below standard	92.3 points below standard	
157 Students	74 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Low	No Performance Level
0 Students	80.5 points below standard	132.1 points below standard
	98 Students	24 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American

No Performance Level

10 Students

American Indian

No Performance Level

1 Student

Asian

No Performance Level

26.6 points below standard

13 Students

Filipino

No Performance Level

9 Students

Hispanic

Low

89.4 points below standard

108 Students

Two or More Races

No Performance Level

5 Students

Pacific Islander

No Performance Level

61.9 points below standard

11 Students

White

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

110.4 points below standard

48 Students

Reclassified English Learners

58.8 points below standard

26 Students

English Only

60.0 points below standard

75 Students

Conclusions based on this data:

Our data indicates that 157 of our students are performing below standard, 74 of our English Learners are performing below standard, 98 of our socioeconomically disadvantaged students are performing below standard, and 108 of our Hispanic students are performing below standard.

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

Low

39.7 making progress towards English language proficiency

Number of EL Students: 63 Students

Performance Level: 2
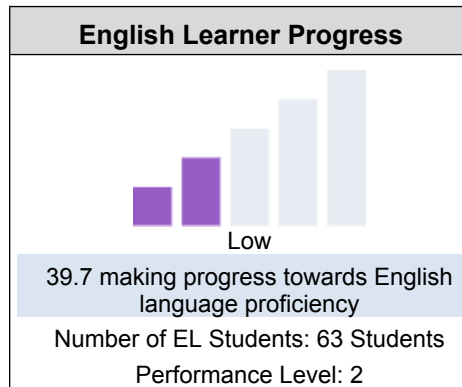
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

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
20.6%	39.7%	0.0%	39.7%

Conclusions based on this data:

Based on this data we can conclude that 39.7% of our EL students are making progress towards English Language Proficiency and that 39.7 % of our students have progressed one ELPI Level.

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:
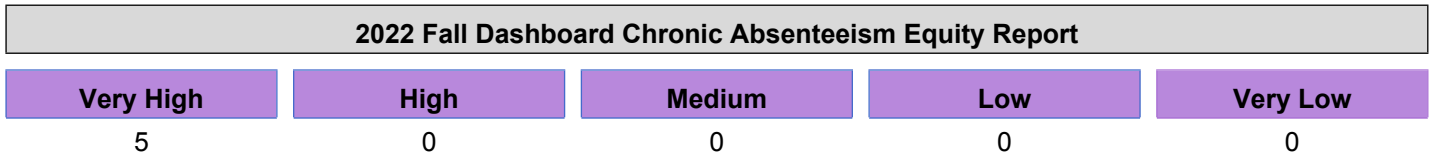
N/A

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).
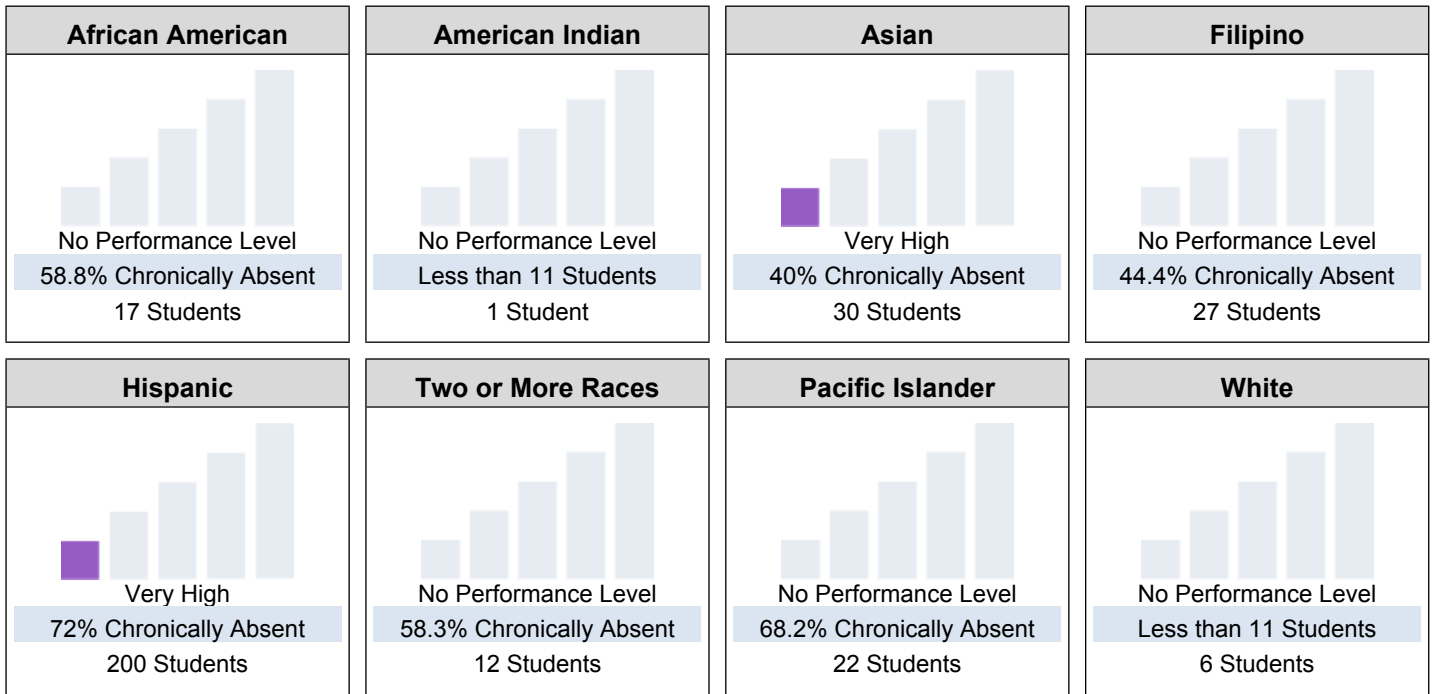
Very High	High	Medium	Low	Very Low

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
5	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	No Performance Level
64.8% Chronically Absent	66.1% Chronically Absent	Less than 11 Students
315 Students	115 Students	2 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very High	Very High
Less than 11 Students	69.7% Chronically Absent	70.2% Chronically Absent
2 Students	201 Students	47 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American

No Performance Level
58.8% Chronically Absent
17 Students

American Indian

No Performance Level
Less than 11 Students
1 Student

Asian

Very High
40% Chronically Absent
30 Students

Filipino

No Performance Level
44.4% Chronically Absent
27 Students

Hispanic

Very High
72% Chronically Absent
200 Students

Two or More Races

No Performance Level
58.3% Chronically Absent
12 Students

Pacific Islander

No Performance Level
68.2% Chronically Absent
22 Students

White

No Performance Level
Less than 11 Students
6 Students

Conclusions based on this data:

Our data indicates that 64.8 % of our students are chronically absent, 66.1 % of our English Learners are chronically absent, 69.7 % of our socioeconomically disadvantaged students are chronically absent, 70.2% of our students with disabilities are chronically absent, and 72% of our Hispanic students are chronically absent. We attribute this problem to the pandemic. We will focus on improving our attendance by using PBIS strategies, assemblies, and parent informational meetings.

School and Student Performance Data

Academic Engagement
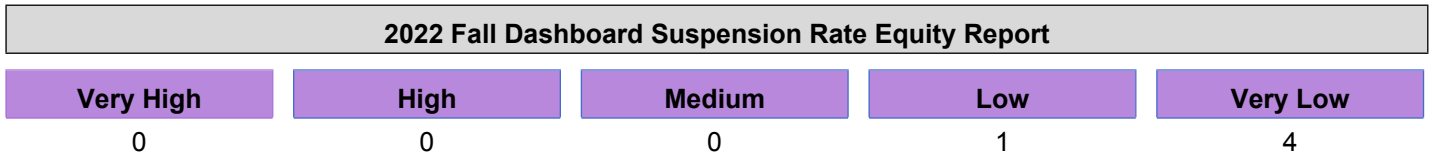## Graduation Rate

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.
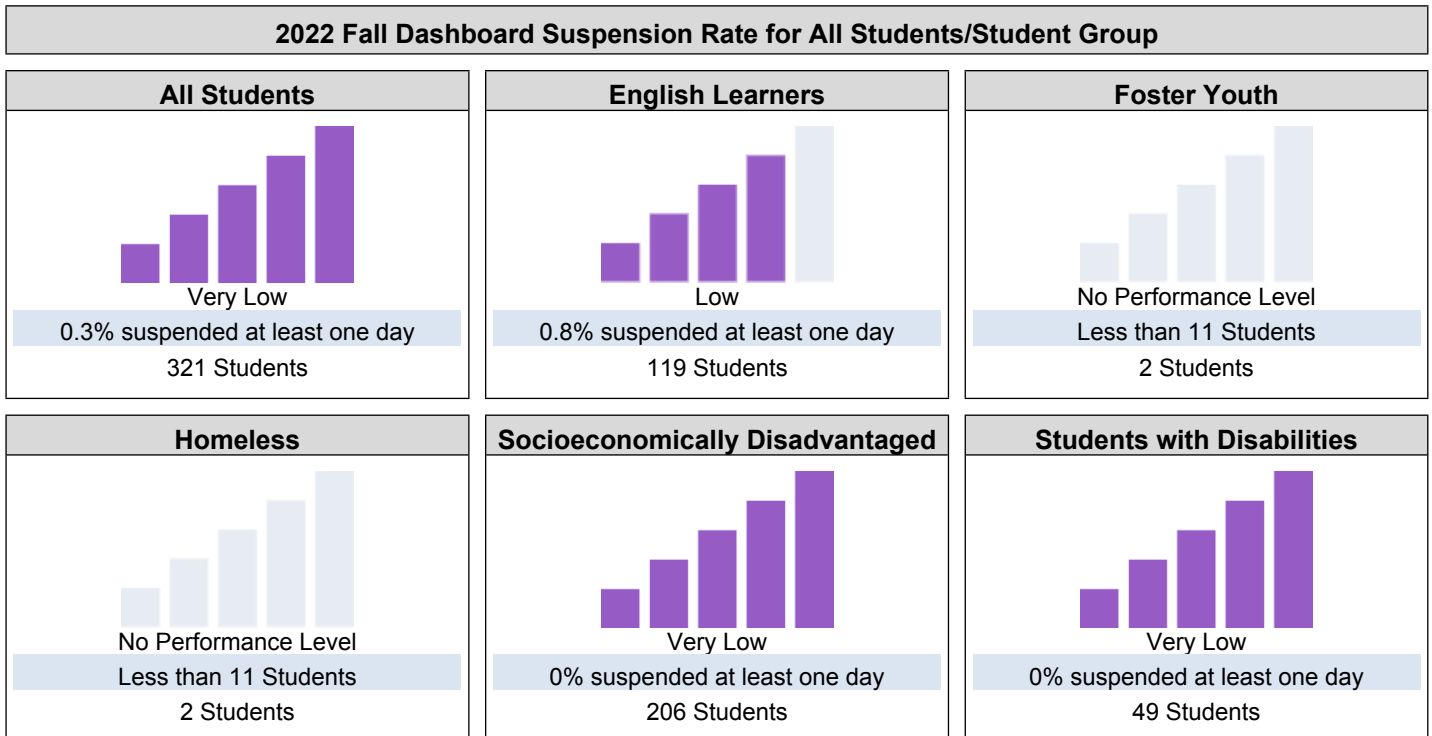
Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

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:

N/A

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	0	1	4

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	Low	No Performance Level
0.3% suspended at least one day	0.8% suspended at least one day	Less than 11 Students
321 Students	119 Students	2 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very Low	Very Low
Less than 11 Students	0% suspended at least one day	0% suspended at least one day
2 Students	206 Students	49 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level	No Performance Level	Very Low	No Performance Level
0% suspended at least one day	Less than 11 Students	0% suspended at least one day	0% suspended at least one day
18 Students	1 Student	30 Students	27 Students

Hispanic	Two or More Races	Pacific Islander	White
Very Low	No Performance Level	No Performance Level	No Performance Level
0.5% suspended at least one day	0% suspended at least one day	0% suspended at least one day	Less than 11 Students
204 Students	12 Students	23 Students	6 Students

Conclusions based on this data:

Our data indicates that overall our suspension rate is low and continues to decline in a significant way. We will continue our focus on the implementation of PBIS strategies and restorative practices instead of suspensions.

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 sub-groups will increase performance on CAASPP ELA by 5%.

Identified Need

Previous data suggests that we need to continue with our current practices, which are Deep Learning, (SAE) Student Academic Engagement, Anti Bias/Anti Racism, Culturally Responsive teaching, and our RTI program (Response to Intervention). Eldridge School will achieve 5% growth in ELA, as measured by the 2022-23 CAASPP assessment. Groups participating in this goal: African American Students, Special Ed Students, English Language Learners, student who have not met or nearly met the standard for ELA.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
- Benchmark Assessments - CAASPP results 2020-23 - F & P - IXL - Accelerated Reader - Subgroup analysis (SES, AA, ELL, Latinx)	Current data tells us that 37.73 % of our students are proficient in ELA. We will base our outcome on IAB assessments, teacher-generated assessments, and CAASPP data.	Our goal is to achieve 5% growth in ELA in the CAASPP test. We will use CAASPP and IAB data to review our progress.

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 including subgroups: Hispanic, African American, RSP students, Socioeconomically disadvantaged, and English Learners.

Strategy/Activity

Eldridge staff will use assessment data and SST referrals to identify students for strategic and intensive intervention services. We will hold interventions in the classroom and after school to improve academic achievement.
We will hold SST's in a consistent manner to track student performance. Eldridge staff will analyze data in a consistent manner through the Cycle of Inquiry in order to monitor student progress. Eldridge's leadership will provide feedback to teachers on performance of individual and groups of students. Small group instruction will be key to address the needs of students at different levels.

The students being offered intervention services will see an increase of 5% in their English Language Arts assessment scores as measured by district and/or teacher-created assessments. Students will be monitored by pre and post tests with an expectation of 5% growth overall. CAASPP assessments will also be used to measure progress.

People Assigned:
- Principal
- Program Specialist
- Teachers
- Para Intervention Specialist
- ILT/Equity Team
- RSP Teacher
- ELL Specialist
- Support Staff
- COST Coordinator

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

All students including subgroups: Hispanic, African American, RSP students, Socioeconomically disadvantaged, and English Learners.

Strategy/Activity

Eldridge staff will be trained and participate in on-going professional development opportunities including, but not limited to: Anti Bias/Anti racism, Closing the achievement Gap, Culturally Responsive Teaching, Action Planning, conferences, online courses, release time to observe good teaching practices to develop professional skills in the Common Core, emphasizing SAE, DOK

instruction, lesson design, curriculum mapping, and COI.
Principal, teachers, support staff, and SSC will identify and purchase instructional teaching tools (i.e., technology, online programs, student response materials, supplemental materials, teaching aids.) that promote student engagement. These tools can include, but
are not limited to: IXL, Accelerated Reader, Raz Plus, Freckle, benchmark books, Fountas and Pinnell, Scholastic News, leveled readers, and any other academic tools deemed necessary for student advancement..
Eldridge's ILT team will review data and determine next steps. Students will be assessed using ELA Common Core assessments and/or HUSD benchmarks. Weekly collaboration meetings and Action Planning Meetings will provide the time the teachers need to discuss teaching strategies and next steps. Principal, ILT, and grade level chairs will assist the COI process. Teachers will provide students with hands on experiences which include writing and reading activities necessary to support and extend the learning of ELA with the science content curriculum. An ELL Specialist, funded by the district, will provide needed LLI interventions.

Eldridge staff will analyze CAASPP data to inform instruction at the beginning of the year. After that, Eldridge's teachers will use the following assessments to inform instruction: Fountain and Pinnell, Common Core State Standard Units in Reading and Writing, Common Core State Standards-Based curriculum guides, District Benchmarks/BPST, student performance and achievement data, among others.

Eldridge will hold effective professional development to support teachers to improve their craft in reading and writing. Grade-level collaboration meetings will drive the creation of more effective and differentiated instruction to address all academic achievement levels in classrooms. Action Planning Days will help teachers analyze data in order to use the Cycle of Inquiry as a tool to improve teaching practices and improve academic achievement.

People Assigned:

- Principal
- Testing Coordinator/Intervention Coordinator/Set-up
- Para Intervention Specialist
- Teachers
- ILT
- RSP Teacher
- ELL Specialist
- Support Staff
- Hayward Unified School District Assessment and Data Department
- C.O.S.T. Coordinator

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)
12,000	Title I 3010

	Para Intervention Specialist
3,500	Title I 3010 Teacher Hourly - Intervention
2400	Title I 3010 Accelerated Reader
3500	LCFF - Supplemental 0001-0999: Unrestricted: Locally Defined Intervention Coordinator/Set-up/Curriculum Coordinator/Testing Coordinator
750	LCFF 0001-0999: Unrestricted: Locally Defined Professional Development
1250	LCFF 0001-0999: Unrestricted: Locally Defined Sub Release
3000	LCFF 0001-0999: Unrestricted: Locally Defined Para Intervention Specialist
1750	LCFF 0001-0999: Unrestricted: Locally Defined Materials and Supplies

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 will analyze the data through Cycle of Inquiry. Data will be analyzed at our staff meetings, Action Planning Days, and during grade-level collaboration. Strategies to implement the RTI (Response to Intervention) will also be developed through these meetings and with the support of the ILT team.

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 have added a focus on small group instruction, RTI (Response to Intervention) and staggered reading during the instructional day to the equation. It is an important component of our goal to achieve academic proficiency among all students. Small group instruction and Response to Intervention will help us reduce the number of students that do not perform at grade level. RTI strategies will ensure access to an essential grade-level, guaranteed, viable curriculum; identify and teach essential academic skills; and provide interventions to proactively support student success.

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

We are going to be more focused on small group instruction, RTI (Response to Intervention) and staggered reading during the instructional day. The ILT/Equity Team is heavily involved in supporting school implementation of interventions in classes during the instructional day.

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 subgroups will increase performance on CAASPP Math by 5 %.

Identified Need

We need to continue with our current practices which are Deep Learning, (SAE) Student Academic Engagement, Anti Bias/Anti Racism, Culturally Responsive teaching, and our RTI program (Response to intervention), and small group instruction. Eldridge School will achieve 5% growth in Math, as measured by the 2022-23 CAASPP assessment.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
- Benchmark Assessments - CAASPP results 2022-23 - IXL - Subgroup analysis (SES, AA, ELL, Latinx)	CAASPP data states that 19.02 % of our students are proficient in math. We will base our outcome on IAB assessments, teacher generated assessments and CAASPP data.	Our goal is to achieve 5% growth in math as compared to the 2022-23 CAASPP test. We will use CAASPP and IAB data to review our progress.

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 including subgroups: Hispanic, African American, RSP students, Socioeconomically Disadvantaged, and English Learners.

Strategy/Activity

Eldridge staff will use math assessment data and SST referrals to identify students for strategic and intensive intervention services. We will hold interventions in the classroom and after school to improve academic achievement.

We will hold SST's in a consistent manner to track student performance. Eldridge staff will analyze data in a consistent manner through the Cycle of Inquiry in order to monitor student progress. Eldridge's leadership will provide feedback to teachers on performance of individual and groups of students. Small group instruction will be key to addressing the needs of students at different levels.

The students being offered intervention services will see an increase of 5% in their Math assessment scores as measured by district and/or teacher created assessments. They will be monitored by pre and post tests with an expectation of 5% growth overall. CAASPP assessments will also be used to measure progress.

Staff Assigned:
- Principal
- Program Specialist
- Teachers
- Para Intervention Specialist
- ILT/Equity Team
- RSP Teacher
- ELL Specialist
- Support Staff
- COST Coordinator

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

All students including subgroups: Hispanic, African American, RSP students, Socioeconomically Disadvantaged, and English Learners.

Strategy/Activity

Eldridge staff will be trained and participate in on-going professional development opportunities including, but not limited to: Anti Bias/Anti racism, Closing the Achievement Gap, Culturally Responsive Teaching, Action Planning, conferences, online courses, release time to observe good teaching practices to develop professional skills in the Common Core, emphasizing SAE, DOK instruction, lesson design, curriculum mapping, and COI.
Principal, teachers, support staff, and SSC will identify and purchase instructional teaching tools (i.e., technology, online programs, student response materials, supplemental materials, teaching aids that promote student engagement. These tools can include, but are not limited to: IXL, and any other academic tools deemed necessary for student advancement.

Eldridge's ILT team will review data and determine next steps. Students will be assessed in Common Core State Standard Units in Math, Common Core State Standards-Based curriculum guides, teacher and district developed formative assessments and/or HUSD benchmarks. Weekly collaboration meetings and Action Planning Meetings will provide the time the teachers need to discuss teaching strategies and next steps. Principal, ILT, and grade-level chairs will assist the COI process. Teachers will provide students with
hands-on experiences which includes manipulatives. Math workshop is a strategy that we will also focus on next year. Weekly collaboration and Action Planning meetings will provide the time the teachers need to discuss teaching strategies and next steps. Principal, ILT, and grade-level chairs will assist the Cycle of Inquiry process. Teachers will go through the COI process using assessments and identify student learning goals and teaching strategies to drive their instruction.

Eldridge staff will analyze CAASPP data to inform instruction at the beginning of the year. After that, Eldridge's teachers will use the following assessments to inform instruction: Student performance will be measured by district benchmarks and teacher-created Common Core assessments.

Eldridge will hold effective professional development to support teachers to improve their craft in math. Grade-level collaboration meetings will drive the creation of more effective and differentiated instruction to address all academic achievement levels in classrooms. Action Planning Days will help teachers analyze data in order to use the Cycle of Inquiry as a tool to improve teaching practices and improve academic achievement.

People Assigned:

- Principal
- After School Intervention Coordinator/Program Specialist
- Testing Coordinator
- Para Intervention Specialist
- ILT
- Teachers
- RSP Teacher
- ELL Specialist
- Support Staff
- COST Coordinator

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)
10,000	Title I 3010 Para Intervention Specialist
3000	Title I 3010 Teacher Hourly After School Intervention

500	LCFF 0001-0999: Unrestricted: Locally Defined Teacher Hourly - Intervention
3500.00	LCFF - Supplemental 0001-0999: Unrestricted: Locally Defined Intervention Coordinator/Set-up/Curriculum Coordinator/Testing Coordinator
1500.00	LCFF - Supplemental 0001-0999: Unrestricted: Locally Defined Professional Development
1250	LCFF 0001-0999: Unrestricted: Locally Defined Sub Release
3000	LCFF 0001-0999: Unrestricted: Locally Defined Para Intervention Specialist
1750	LCFF 0001-0999: Unrestricted: Locally Defined Materials and Supplies

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.

Our data indicates that we have decreased our performance in math due to the learning loss during the pandemic. We will analyze the data through Cycle of Inquiry. Data will be analyzed at our staff meetings, Action Planning Days, and during grade-level collaboration. Strategies to implement the RTI (Response to Interventions) will also be developed through these meetings and with the support of the ILT team. We are also adding a focus on small group instruction to the equation. It is our belief that a strong focus on small group instruction will help us improve academic achievement.

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 are adding a focus on small group instruction, RTI (Response to Intervention) and math workshop during the instructional day to the equation. It is an important component of our goal to achieve academic proficiency among all students. Small group instruction and Response to Intervention will help us reduce the number of students that do not perform at grade level. RTI strategies will ensure access to an essential grade-level, guaranteed, viable curriculum; identify

and teach essential academic skills; and provide interventions to proactively support student success.

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

We are going to be more focused on small group instruction, RTI (Response to Intervention) and math workshops during the instructional day. We will conduct in-house training for our staff during staff meetings, Action Planning Days, and collaboration and vertical articulation meetings. The ILT is heavily involved in supporting school implementation of interventions in classes during the instructional day.

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 by 5% on the English Language Proficiency Assessment for California (ELPAC), as measured by the English Learner Progress Indicator (ELPI) on the California School Dashboard.

Identified Need

Continue to improve reclassification among English Language Learners. 8 % percent of our English Language Learners scored proficient on the ELPAC test. We need to improve our practices to support students to become proficient on this test.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC	According to ELPAC 8% of our English Language Learners are proficient.	We would like to have a minimum of 5% reclassification growth based on the 22-23 ELPAC results.

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 Language Learners

Strategy/Activity

Eldridge will provide teachers with additional collaboration time to plan Integrated and Designated ELD to fully support students' language proficiency and access to the content. We will improve our ELD program by visiting other sites and learning and implementing new proven researched practices. We will consistently adhere to the required minutes of daily ELD instruction. We will

consistently use Integrated ELD/ALD strategies used in the general education classes throughout the day. We will Identify ELLs for pull-out interventions, after school intervention, and/or Saturday Academy. Eldridge will provide enrichment activities such as project-based learning activities and student presentations.

We will use the following data to analyze student performance: ELPAC, CAASPP, district benchmarks and local assessments, and local assessments which may include ELD unit tests.

People Assigned:

- Principal
- Intervention Coordinator/Set-up
- Testing Coordinator
- Para Intervention Specialist
- ILT
- Teachers
- ELL Specialist
- RSP Teacher
- Support Staff
- COST Coordinator
- F.E.S.

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)
9802	Title I 3010 Para Intervention Specialist
2200	Title I 3010 Accelerated Reader
2500.00	Title I 3010 Teacher Hourly Intervention
500.00	LCFF 0001-0999: Unrestricted: Locally Defined ELAC Meeting Supplies
500.00	LCFF 0001-0999: Unrestricted: Locally Defined Professional Development
500.00	LCFF 0001-0999: Unrestricted: Locally Defined Sub Release

3000	LCFF 0001-0999: Unrestricted: Locally Defined Para Intervention Specialist
848	LCFF 0001-0999: Unrestricted: Locally Defined Materials and Supplies

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Language Learners

Strategy/Activity

Eldridge will consistently adhere to the daily implementation of leveled ELD groups. RTI (Response to Intervention) and Staggered Reading programs will be implemented. Staff will be trained and participate in on-going professional development opportunities including, but not limited to: Anti Bias/Anti Racism, Closing the Achievement Gap, Culturally Responsive Teaching, Action Planning, conferences, online courses, release time to observe good teaching practices, etc. in order to develop professional skills in the Common Core with an emphasis on SAE, DOK instruction, lesson design, curriculum mapping, and COI. Our ELL Specialist will pull out small groups for ELD intervention. For students not making at least one level of growth on the ELPAC, the ILT and ELL specialist will analyze data and determine if the student is making any type of growth. If no growth, modifications to the English Language Development instruction will be implemented. Eldridge teachers will provide enrichment activities.

We will use the following data to analyze students' performance: ELPAC, CAASPP, district benchmarks and local assessments which may include ELD unit tests.

People Assigned:

- Principal
- Intervention Coordinator
- Testing Coordinator
- Para Intervention Specialist
- ILT
- Teacher
- ELL Specialist
- RSP Teacher
- Support Staff
- COST Coordinator
- F.E.S.

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 will continue to implement the same strategies as last year. Our data indicates that we had growth and that we are moving in the right direction. We will analyze the data through Cycle of Inquiry. Data will be analyzed at our staff meetings, Action Planning Days, and during grade-level collaboration. Strategies to implement the RTI (Response to Interventions) will also be developed through these meetings and with the support of the ILT team.

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 are adding small group instruction, RTI (Response to Intervention) and staggered reading during the instructional day to the equation. It is an important component of our goal to achieve academic proficiency among all students. Response to Intervention will help us reduce the number of students that do not perform at grade level. RTI strategies will ensure access to an essential grade-level, guaranteed, viable curriculum; identify and teach essential academic skills; and provide interventions to proactively support student success.

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

We are going to be more focused on small group instruction, RTI (Response to Intervention) and staggered reading during the instructional day. The ILT is heavily involved in supporting school implementation of interventions in classes during the instructional day.

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 bi-weekly basis using a variety of discourse techniques.

Identified Need

Our students are not exposed enough to Visual and Performing Arts. We do have a music teacher, but the exposure to art is limited. We need to remedy this inequity by training our teachers to teach Art in their classes in a consistent manner.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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 including subgroups: Hispanic, African American, RSP students, Socioeconomically Disadvantaged, and English Learners.

Strategy/Activity

Eldridge will promote arts integration by hosting performances, showcasing student work, and providing teachers with arts integration professional development during grade level collaboration. Student artwork will be posted in classrooms and hallways around the school. We will also have an Art Night Show in which families will be invited to enjoy their students' artwork. A leader Art teacher will be supporting the school in promoting art in classes.

We will demonstrate our progress in Visual and Performing Arts by having student art displayed in the classroom and around the school in a consistent manner. We will promote teacher and student buy-in into the program by an increase in participation and motivation. Principal walk-through observations will provide feedback to teachers about the effective use of art in the classrooms. We will hold professional development in Visual and Performing Arts throughout the year.

People Assigned:
- Principal
- District VAPA support
- Teacher leader
- Staff

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	LCFF 0001-0999: Unrestricted: Locally Defined Materials and Supplies

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, either through standalone SEL curriculum or culture/climate initiatives. All sub-groups will report a 10% 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.

Identified Need

Our PBIS data demonstrates that we have more discipline referrals during our lunch recess. We need to teach PBIS lessons to our students on how to have positive interactions during recess. We will also hold parent education classes to support them with homework and positive discipline at home.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Healthy Kids Survey data Suspension data PBIS Data Parent input at ELAC/SSC/SBDM and in the Parent Center Staff input COST input	2022 California Healthy Kids Survey data. Discipline referrals are at a minimum this year. We need to continue with addressing the SEL needs of our students and mediating when there are conflicts.	Our goal is to continue with our PBIS strategies. Our students are responding well. We need to keep the focus. We would like to decrease our COST referrals by 10%. We need to decrease the number of negative interactions during recess by 10%.

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 including subgroups: Hispanic, African American, RSP students, Socioeconomically Disadvantaged, and English Learners.

Strategy/Activity

Eldridge will provide teachers and staff with additional resources and professional development in Social-Emotional Learning practices. We will consistently use PBIS strategies and assemblies to motivate students to become good citizens. Students will be taught PBIS lessons on how to behave in the classroom and around the school. COST meetings will be held in a consistent manner in order to address student needs.

We will analyze SWIS data to monitor student behavior and climate during classroom instruction and recess. Suspension and COST data will also be analyzed to monitor student needs.

Staff responsible:

- Principal
- PBIS Team
- Teachers
- ELL Specialist
- RSP Teacher
- Support Staff
- COST Coordinator
- Counselor
- District Coaches
- F.E.S.
- Office Manager

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 0001-0999: Unrestricted: Locally Defined Assembly, SEL materials

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students including subgroups: Hispanic, African American, RSP students, Socioeconomically disadvantaged, and English Learners.

Strategy/Activity

Eldridge will Increase parent education classes/information and participation. Parent education classes will support families with skills such as good nutrition, helping your child with homework, and disciplining your child with love, among others. Staff will be trained and participate in on-going professional development opportunities including, but not limited to: Anti Bias/Anti Racism, Closing the achievement Gap, and Culturally Responsive Teaching,

Eldridge will offer classes to parents at Coffee Club and/or ELAC meetings, including strategies for homework. We will encourage more parent participation by offering volunteer opportunities around the school and in classrooms for cleared volunteers.

Staff responsible:

- Principal
- Teachers
- F.E.S.
- ELD Specialist
- Support Staff
- Office Manager
- Attendance Clerk
- ELAC
- SSC/SBDM
- ILT

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.

Our data indicates that our students are improving and interacting positively with each other. We will continue with our PBIS assemblies and analyze SWIS discipline data in order to monitor student progress.

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 will work more cohesively to address the SEL needs of our students. Parent classes will continue to be implemented and the PBIS team will be heavily involved in the implementation and achievement of this goal.

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

Due to our success in this area, we will continue our focus on the implementation of PBIS strategies.

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

Identified Need

Our parent participation has decreased after the pandemic. We need to focus on bringing parents back to school to support teachers in the classrooms, and on field trips, improving attendance at our SSC, PTO, ELAC and Coffee with the Principal.
Parents of incoming students need guidance on procedures/strategies to get ready to attend kindergarten. Kindergarten Meet-and-Greet and Kindergarten Orientations will provide needed information.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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 including subgroups: Hispanic, African American, RSP students, Socioeconomically Disadvantaged, and English Learners.

Strategy/Activity

Eldridge will provide additional options and opportunities for parents to participate in school activities by offering more flexible timing, translation for parents, and more emphasis on parent-requested topics of discussion. Eldridge will Increase parent education classes/information and participation. Parent education classes will support families with skills such as good nutrition, helping your child with homework, and disciplining your child with love, among others. Staff will be trained and participate in on-going professional development opportunities including, but not limited to: Anti Bias/Anti Racism, Closing the achievement Gap, and Culturally Responsive Teaching,

Eldridge will offer classes to parents at Coffee Club and/or ELAC meetings, including strategies for homework. We will encourage more parent participation by offering volunteer opportunities around the school and in classrooms for cleared volunteers.

Eldridge will hold events such as Family Math and Science nights.

The Kindergarten Coordinator will host Meet-and-Greet meetings as well as Kindergarten Orientation for all incoming kinder students and parents.

Staff responsible:

- Principal
- Teachers
- Kindergarten Coordinator - Transition Specialist
- F.E.S.
- ELD Specialist
- Support Staff
- Office Manager
- Attendance Clerk
- ELAC
- SSC/SBDM
- ILT

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	Title I Part A: Allocation 3010 Fingerprinting
2000	Title I Part A: Allocation 3010 Family Math and Science Nights
1500.00	LCFF 0001-0999: Unrestricted: Locally Defined Kindergarten Coordinator - Transition Specialist

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

Strategy/Activity

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 will also elicit parent input at ELAC/SSC/SBDM and from the Parent Center.

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 will analyze discipline data. Less bullying and fighting is being reported as well as witnessed at Eldridge on the yard and in the classrooms. Parents will receive training on how to help children improve academically. Parents will be encouraged and welcome to volunteer at school.

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

There will be a more consistent focus on parent engagement through parent trainings. Trainings will include nutrition classes, positive discipline, supporting students with homework, parenting classes, PBIS, English classes, kinder orientation meetings, among others.

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: Eldridge will decrease chronic absenteeism by the 23-24 school year.

Identified Need

Due to the pandemic we are still experiencing attendance problems. Chronic absenteeism is at 43%. We need to reduce it by at least 20 %.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Data generated from monthly ADA/ADM reports and our Excessive Absence Report (EAR).	2022-23 Attendance Baseline	Achieve 97% rate attendance at Eldridge

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 including subgroups: Hispanic, African American, RSP students, Socioeconomically Disadvantaged, and English Learners.

Strategy/Activity

Attendance clerk will run all attendance reports on a monthly basis. Principal and attendance clerk will meet and review data. Principal and attendance clerk will meet with parents of students that have chronic absences. Students with attendance issues will be referred to the COST team for further support. Teachers and staff will be active participants in this effort.

Attendance reminders will be given to parents via newsletter and Infinite Messenger phone system. Attendance clerk will work with CWA and hold attendance meetings with CWA when necessary. Data and information will be presented to SSC. Attendance assemblies will be held for students with perfect attendance. Certificates, awards, and prizes will be given to students for their efforts.

Measures:
- Excessive Absence Reports
- Attendance meetings with parents
- Average Daily Attendance Reports
- Truancy Reports

Staff Assigned:
- Principal
- Attendance Clerk
- Office Manager
- SBDM/SSC
- ILT
- ELAC
- Teachers
- Staff Members
- COST Specialist
- F.E.S.

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)
500.00	LCFF 0001-0999: Unrestricted: Locally Defined Attendance Assemblies

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.

PBIS assemblies, analyze ADA and truancy reports, excessive absence reports, communication with families regarding importance of attendance and students academic performance.

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 will work more cohesively to address the attendance needs of our students. Parent classes will continue to be implemented and the COST team will be heavily involved in the implementation and achievement of this goal.

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

We will be very focused and actively engaged in improving attendance at Eldridge. It is our belief that we will improve student attendance at Eldridge by being consistent in emphasizing attendance in our different meetings with parents and conducting attendance assemblies to motivate students to come to school in a daily manner .

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	$81,000
Total Federal Funds Provided to the School from the LEA for CSI	$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$81,000.00

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	$45,402.00
Title I Part A: Allocation	$4,000.00

Subtotal of additional federal funds included for this school: $49,402.00

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

State or Local Programs	Allocation ($)
LCFF	$23,098.00
LCFF - Supplemental	$8,500.00

Subtotal of state or local funds included for this school: $31,598.00

Total of federal, state, and/or local funds for this school: $81,000.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF	21598.00	-1,500.00
Title I	45402.00	0.00
LCFF - Supplemental	10,000	1,500.00
Title I Part A: Allocation	4,000	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	23,098.00
LCFF - Supplemental	8,500.00
Title I	45,402.00
Title I Part A: Allocation	4,000.00

Expenditures by Budget Reference

Budget Reference	Amount
0001-0999: Unrestricted: Locally Defined	31,598.00
3010	49,402.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
0001-0999: Unrestricted: Locally Defined	LCFF	23,098.00
0001-0999: Unrestricted: Locally Defined	LCFF - Supplemental	8,500.00
3010	Title I	45,402.00
3010	Title I Part A: Allocation	4,000.00

Expenditures by Goal

Goal Number		Total Expenditures
Goal 1		28,150.00
Goal 2		24,500.00
Goal 3		19,850.00
Goal 4		500.00
Goal 5		2,000.00
Goal 6		5,500.00
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
Enrique Pin	Principal
Lisa McClaine	Classroom Teacher
Kim Souza	Classroom Teacher
Julie Rubia	Classroom Teacher
Guy Andrade	Parent or Community Member
Alice Guzman	Parent or Community Member
Pranita Chand	Parent or Community Member
Osmara Llanos	Parent or Community Member
Solangel Morales	Other School Staff
Martina Malagon	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
	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 April 23, 2022.

Attested:

	Principal, Enrique Pin on 04/23/2022
	SSC Chairperson, Julie Rubia on 04/23/2022

Title I School-Level Parent and Family Engagement Policy
Eldridge School
July 2023

With approval from the local governing board, **Eldridge 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 **Eldridge School**, the following practices have been established:

a) Each year,**Eldridge School** 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 a 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 may include, but may not be limited to, Coffee with the Principal, English Learner Advisory Committee (ELACs), School Site Council (SSC), Parent-Teacher Association (PTO), and African American Student Achievement Initiative (AASAI). Parents are informed of these meetings in our monthly school newsletter, flyers that are sent home, and/or through phone messages.

c) **Eldridge 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 it is also included in the **Eldridge School** 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

1

monthly school newsletter, flyers that are sent home, and/or through phone messages.

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/Code of Conduct, 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-conference, 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 (PTO) 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, PTO, and SSC meetings.

c) Professional Development for staff occurs regularly through monthly staff meetings, site-level PD offered annually, 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.

Accessibility

Eldridge 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 in the Parent Center. Webpage for the school site provides comprehensive information, in English and in Spanish, in its Student Handbook/Code of Conduct. EL Specialists and Principals have meetings with parents of ELs through ELACs. Principals convene with School Site Councils. Principals also attend AASAI meetings.

Eldridge School
Student/Parent/Family/Teacher
School Compact

Name _____   **Room # _____**

Student Pledge:

I realize that my education is important to me. It helps me develop tools I need to become a happy and productive person. I also understand my parents and teachers want to help me do my very best in school. I know I am the one responsible for my success, and that I must work hard to achieve it. Therefore, I agree to carry out the following responsibilities to the best of my ability.

- Return completed homework on time
- Return corrected work to my parents
- Be responsible for my own behavior
- Come to school on time ready to learn and work hard
- Bring necessary materials, and completed assignments on time
- Know and follow school/class/Code of Conduct rules
- Ask for help when I need it
- Communicate regularly with my parents and teachers about school experiences so that they can help me be successful in school
- Limit my screen use time and instead study or read every day after school
- Respect the school, classmates, staff and families
- Incorporate physical activity into my daily activities

Student's Signature:

_____ Date_____

Parent/ Family/Pledge:

I realize that my child's years are very important, and I understand that my participation in my child's education will help his or her achievement and attitude. Therefore, to help my child meet or exceed the state's high academic standards, I agree to carry out the following responsibilities to the best of my ability:

- Require that my child completes his/her 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 **Eldridge** Code of Conduct
- Communicate the importance of education and learning to my child
- Provide a quiet time and place for homework
- Monitor and limit my child's screen time
- 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

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
- Communicate regularly with families about student progress through conferences, parent-teacher meetings, progress reports, and/or other available means
- Provide reasonable opportunities for parents to volunteer and participate in their child's class, and to observe classroom activities
- Endeavor to motivate my students to learn
- Maintain high expectations and help every child develop a love of learning and be aware of specific individual needs
- Provide a warm, safe, and caring learning environment
- 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_____

Approved 3/21/23