

School Year: 2023-24



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
Eden Gardens Elementary	01611926090583	May 1, 2023	May 24, 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

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 that 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.

Eden Gardens ES developed this plan in conjunction with HUSD's LCAP and Strategic Plans, which both center around the following 4 goals:

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

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

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

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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

Shared data and created a draft plan at:

- Monthly SSC meetings
- Principal Coffee
- ELAC meeting
- English Language Learner Master Plan presentation to stakeholders in March 2023.
- The plan was presented to the Site-Based Decision-Making Team, Eden Gardens Staff, English Learner Advisory Committee, and School Site Council for approval.

Resource Inequities

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

This year, we had multiple inequities come to the forefront during stakeholder meetings and day-to-day comments from teachers. One inequity identified due to the needs assessment is additional funding to pay for ELA, ELL, and Math Intervention for students. Another inequity is the inability to fund a full-time Elementary Intervention Counselor to provide social and emotional health support for students. Finally, due to the pandemic and not allowing parents and community members on campus we need to focus our efforts to reengage parents and bring our community together to enhance the learning of our students.

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	%	0.21%	0%		1	0
African American	6.0%	4.72%	5.61%	31	23	27
Asian	11.1%	12.11%	8.73%	57	59	42
Filipino	15.8%	14.58%	13.1%	81	71	63
Hispanic/Latino	48.0%	52.16%	53.64%	246	254	258
Pacific Islander	4.7%	3.08%	3.95%	24	15	19
White	5.1%	4.93%	6.03%	26	24	29
Multiple/No Response	9.2%	8.01%	8.32%	47	39	40
	Total Enrollment			513	487	481

Conclusions based on this data:

Over the last three years our enrollment continues to decline slightly each year.

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	120	110	108	23.40%	22.6%	22.5%
Fluent English Proficient (FEP)	45	68	69	8.80%	14.0%	14.3%
Reclassified Fluent English Proficient (RFEP)	1			0.8%		

Conclusions based on this data:

A review of the data shows that English Learner's enrollment had declined slightly over a three year period.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	73	73			70			70			95.9	
Grade 4	68	69			68			68			98.6	
Grade 5	70	61			59			59			96.7	
Grade 6	60	61			57			57			93.4	
All Grades	271	264			254			254			96.2	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2391.			17.14			18.57			25.71			38.57	
Grade 4		2444.			10.29			25.00			35.29			29.41	
Grade 5		2443.			5.08			23.73			22.03			49.15	
Grade 6		2480.			3.51			28.07			31.58			36.84	
All Grades	N/A	N/A	N/A		9.45			23.62			28.74			38.19	

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		7.14			52.86			40.00	
Grade 4		13.24			73.53			13.24	
Grade 5		11.86			59.32			28.81	
Grade 6		5.26			57.89			36.84	
All Grades		9.45			61.02			29.53	

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		15.71			44.29			40.00	
Grade 4		2.94			70.59			26.47	
Grade 5		3.39			52.54			44.07	
Grade 6		5.26			52.63			42.11	
All Grades		7.09			55.12			37.80	

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		4.29			75.71			20.00	
Grade 4		10.29			77.94			11.76	
Grade 5		0.00			81.36			18.64	
Grade 6		7.02			71.93			21.05	
All Grades		5.51			76.77			17.72	

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		12.86			57.14			30.00	
Grade 4		8.82			73.53			17.65	
Grade 5		8.47			61.02			30.51	
Grade 6		10.53			77.19			12.28	
All Grades		10.24			66.93			22.83	

Conclusions based on this data:

Review of CAASPP results show 33% of students met or exceeded the standard for ELA. 38% of students are below the standard in English Language Arts.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	73	73			71			71			97.3	
Grade 4	68	69			68			68			98.6	
Grade 5	70	61			59			59			96.7	
Grade 6	60	61			58			58			95.1	
All Grades	271	264			256			256			97.0	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2382.			7.04			19.72			30.99			42.25	
Grade 4		2422.			4.41			19.12			33.82			42.65	
Grade 5		2419.			3.39			6.78			22.03			67.80	
Grade 6		2454.			3.45			10.34			34.48			51.72	
All Grades	N/A	N/A	N/A		4.69			14.45			30.47			50.39	

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		9.86			46.48			43.66	
Grade 4		7.35			47.06			45.59	
Grade 5		5.08			20.34			74.58	
Grade 6		3.45			37.93			58.62	
All Grades		6.64			38.67			54.69	

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		11.27			49.30			39.44	
Grade 4		4.41			50.00			45.59	
Grade 5		3.39			37.29			59.32	
Grade 6		3.45			51.72			44.83	
All Grades		5.86			47.27			46.88	

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		12.68			59.15			28.17	
Grade 4		7.35			41.18			51.47	
Grade 5		1.69			47.46			50.85	
Grade 6		1.72			63.79			34.48	
All Grades		6.25			52.73			41.02	

Conclusions based on this data:

Reveiw of CAASPP data indicates 19% of students met or exceeded standard for Math. 41% of students are below the standard in Math.

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
487	46.8	22.6	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Eden Gardens Elementary.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	110	22.6
Foster Youth		
Homeless	4	0.8
Socioeconomically Disadvantaged	228	46.8
Students with Disabilities	52	10.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	23	4.7
American Indian	1	0.2
Asian	59	12.1
Filipino	71	14.6
Hispanic	254	52.2
Two or More Races	39	8.0
Pacific Islander	15	3.1
White	24	4.9

Conclusions based on this data:

22% of students are English Learners and 46% of students are eligible for free or reduced lunch.

School and Student Performance Data

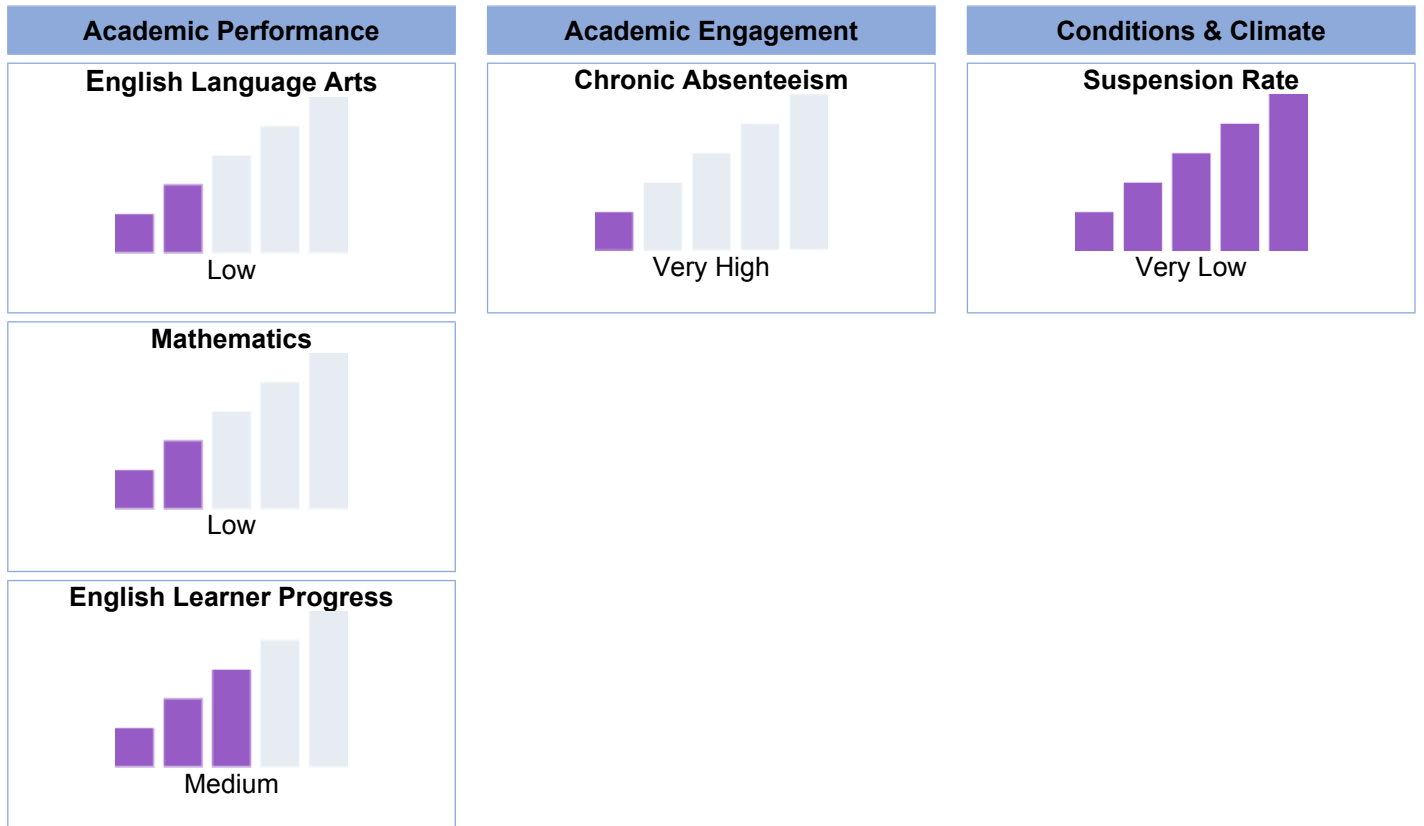
Overall Performance

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).



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

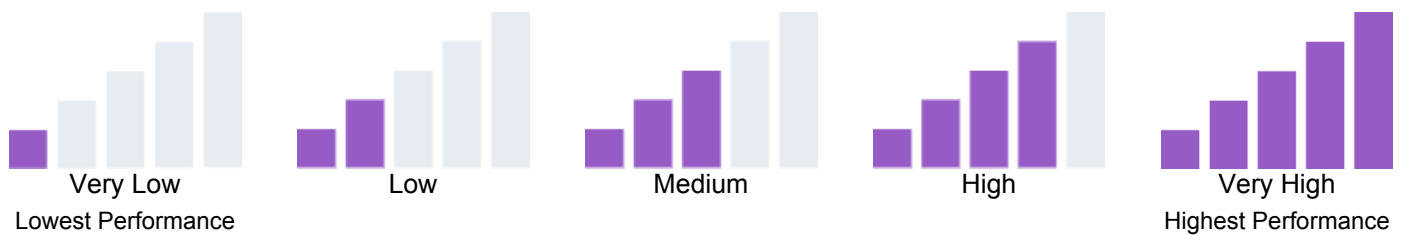
The recent review of site data shows that our suspension rate has quadrupled this school year. Chronic Absenteeism is very high. Academic performance in Mathematics and English Language Art are both low.

School and Student Performance Data

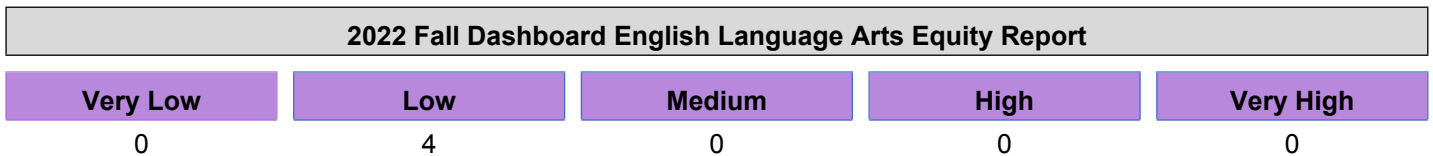
Academic Performance English Language Arts

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](#).

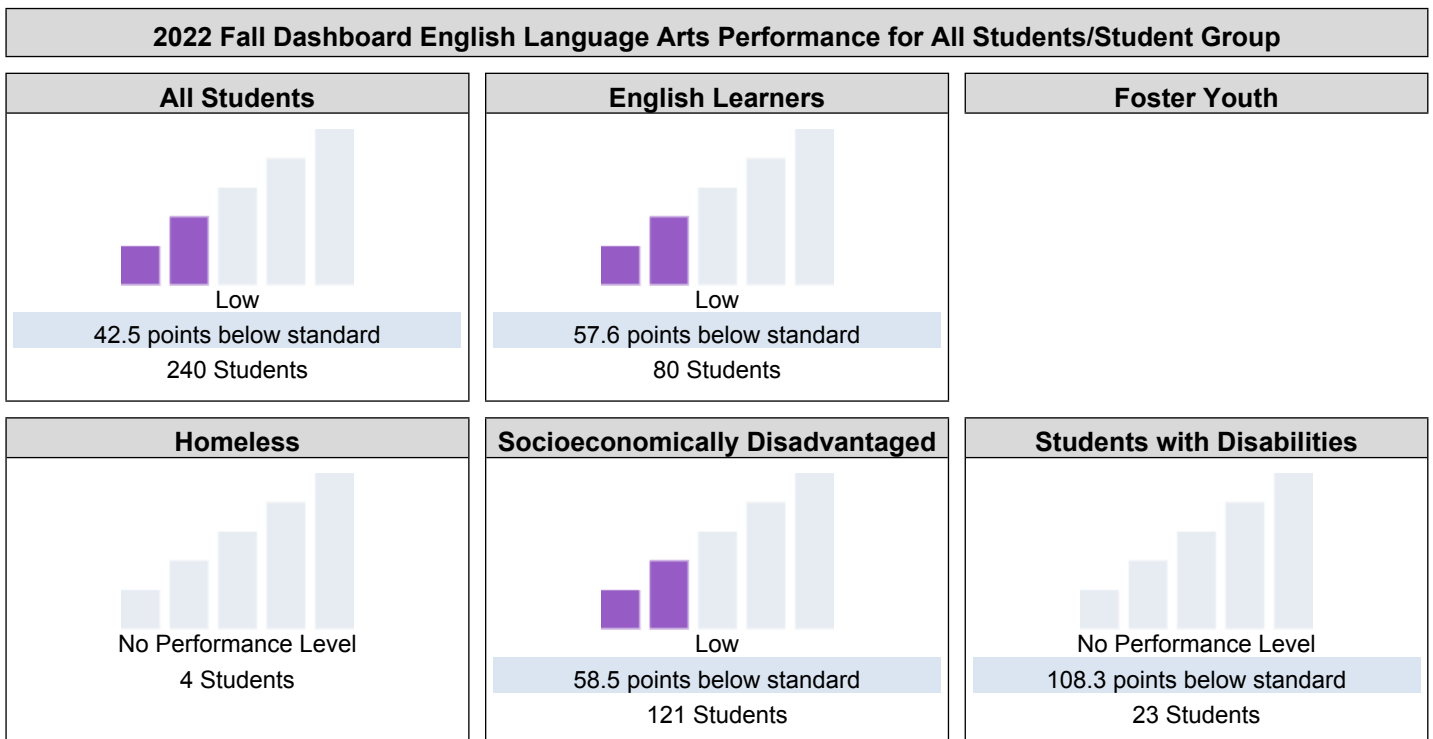
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



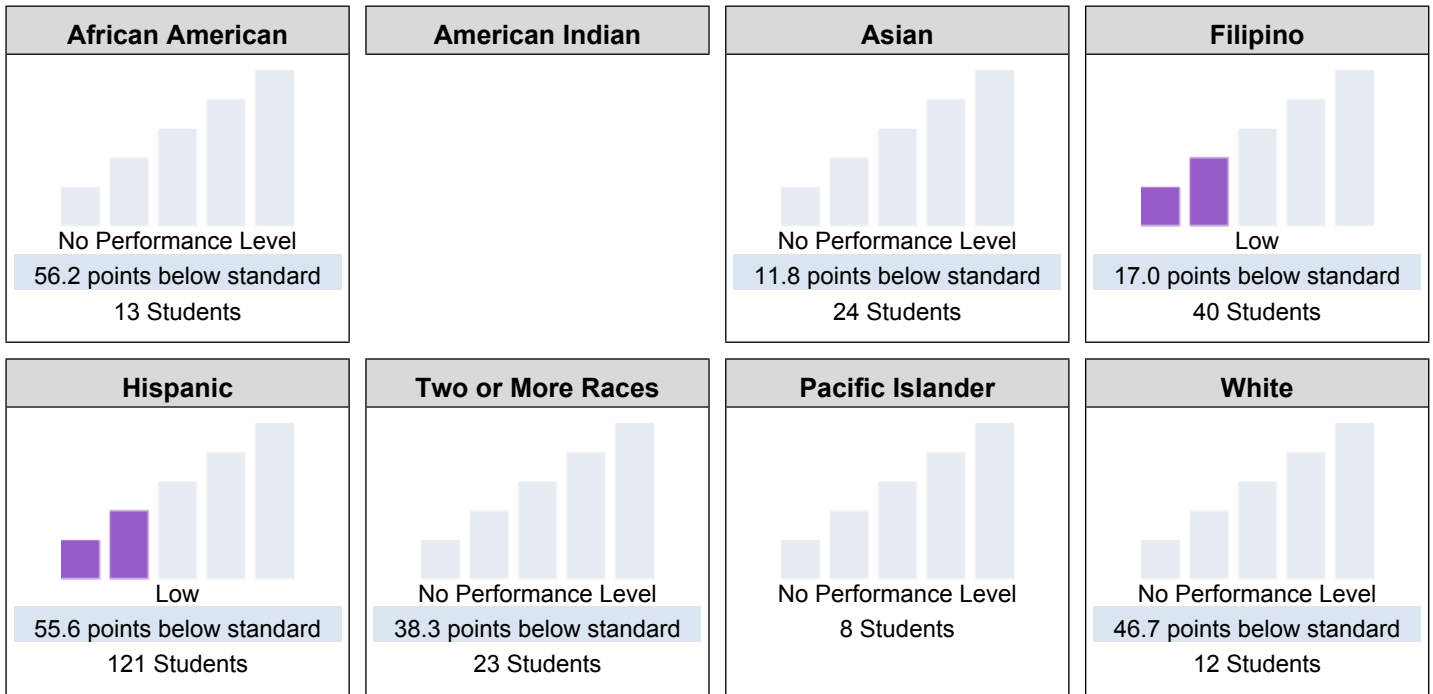
This section provides number of student groups in each level.



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



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
101.6 points below standard 47 Students	4.9 points above standard 33 Students	38.5 points below standard 146 Students

Conclusions based on this data:

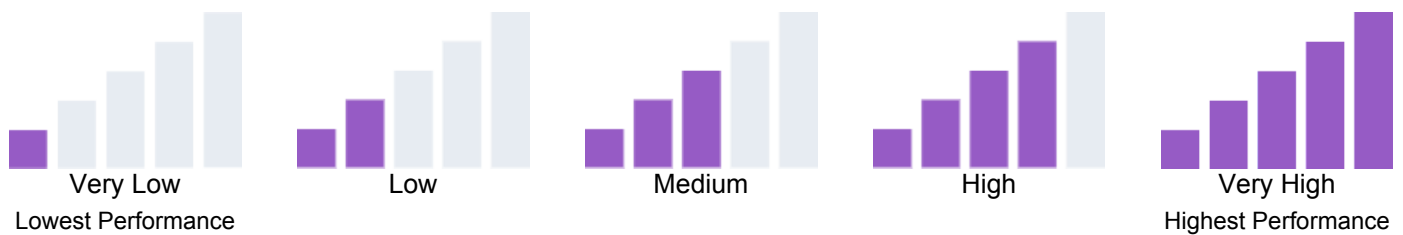
The review of English Language Arts Performance data indicates that students overall are 42.5 points below the standard.

School and Student Performance Data

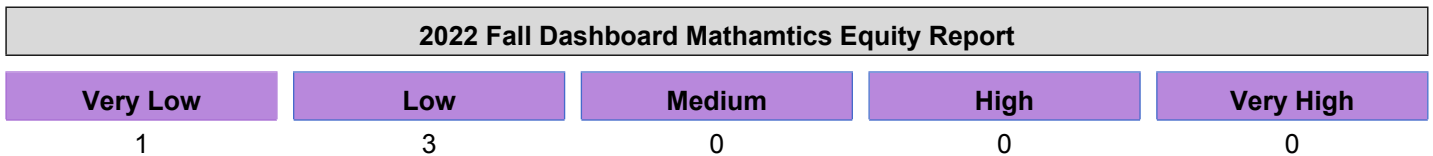
Academic Performance Mathematics

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](#).

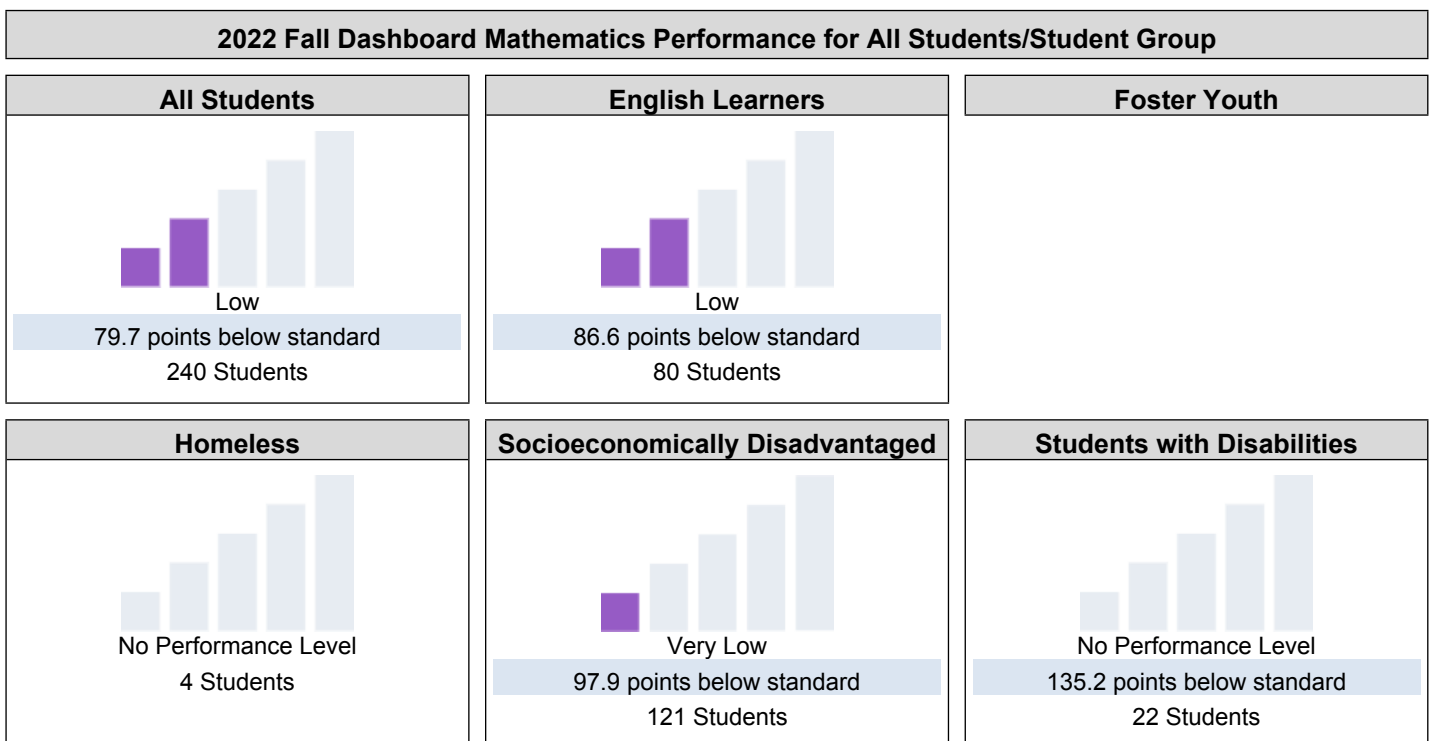
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



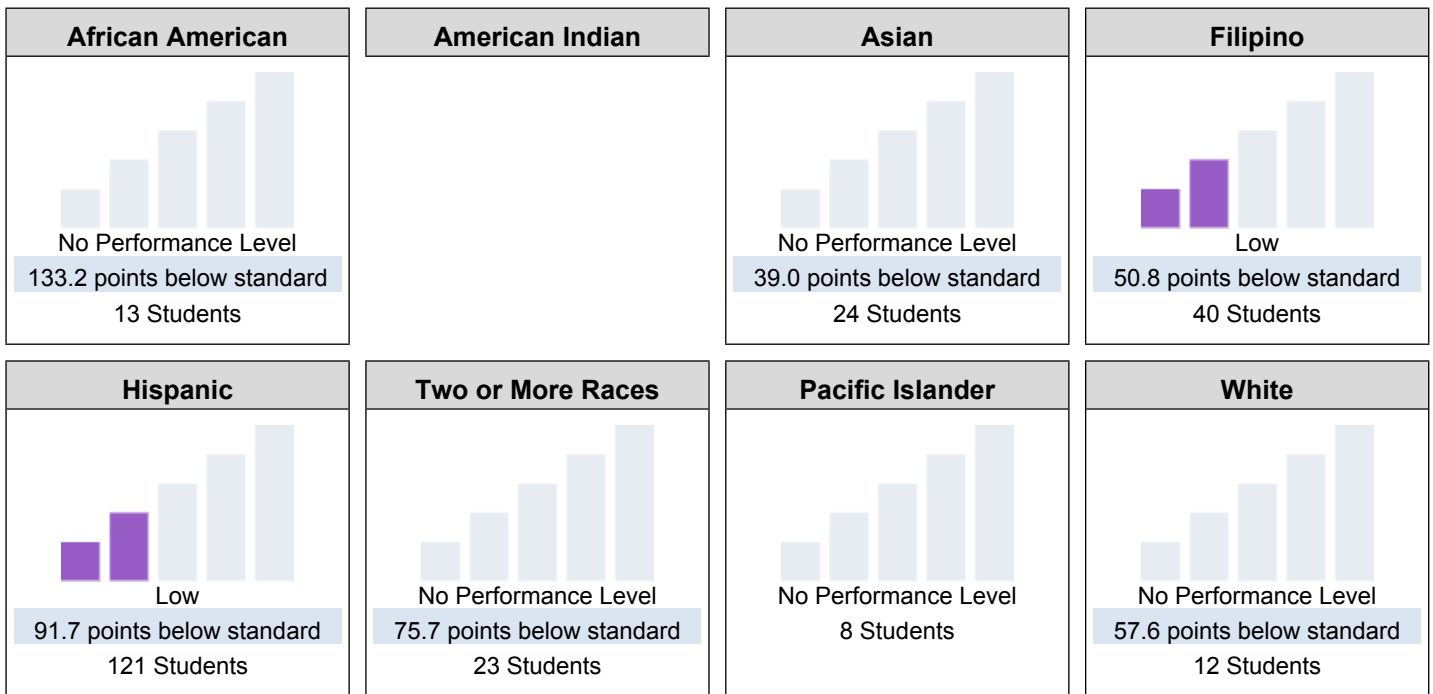
This section provides number of student groups in each level.



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



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>116.2 points below standard 47 Students</p>	<p>44.4 points below standard 33 Students</p>	<p>79.1 points below standard 146 Students</p>

Conclusions based on this data:

The review of Mathematics Performance data indicates that students overall are 79.7 points below the standard in Mathematics.

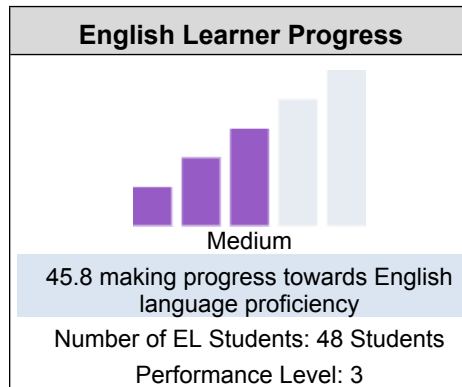
School and Student Performance Data

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



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
29.2%	25.0%	0.0%	45.8%

Conclusions based on this data:

The review of English Learner Progress indicates that 45.8% students are making progress.

School and Student Performance Data

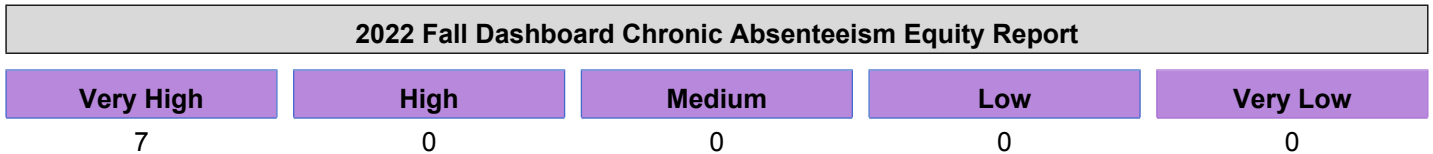
Academic Engagement Chronic Absenteeism

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](#).

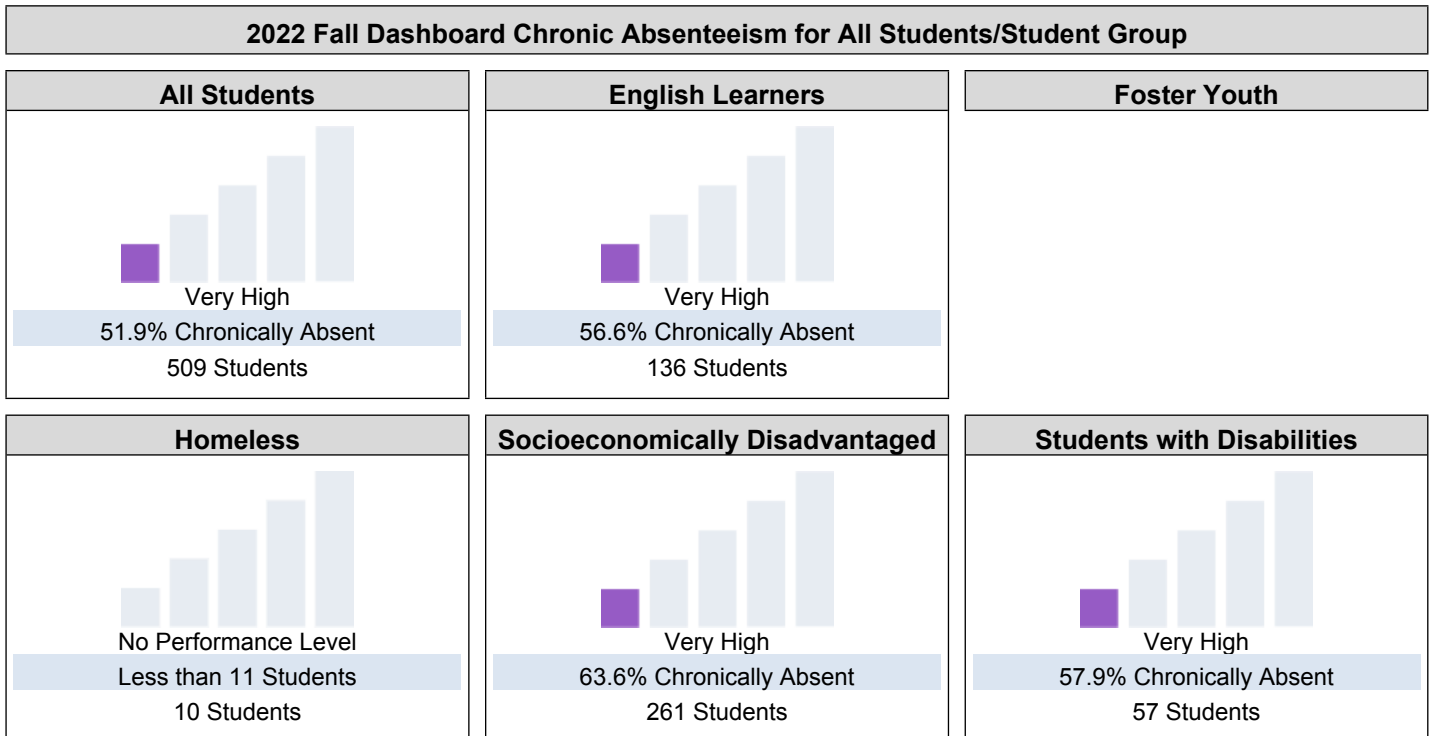
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



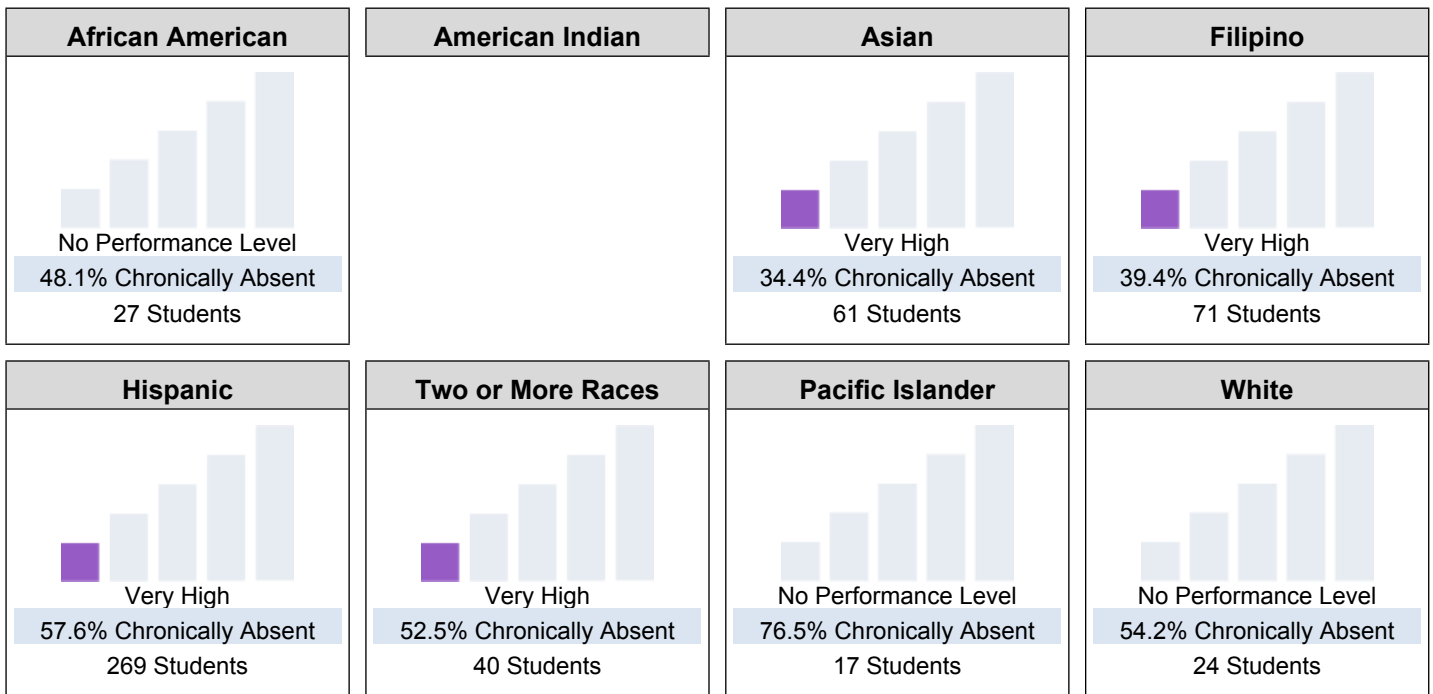
This section provides number of student groups in each level.



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



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

The review of CAASPP data indicates 51.9 % of students are cronically absent.

School and Student Performance Data

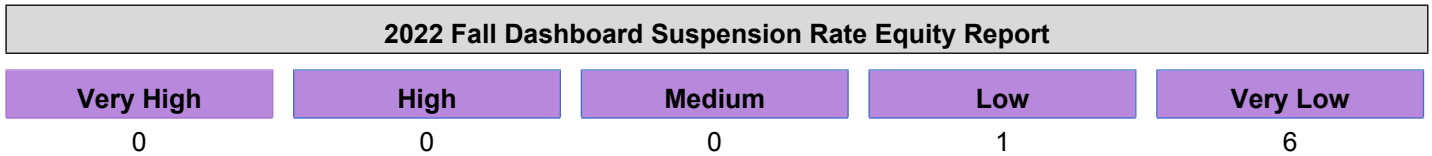
Conditions & Climate Suspension Rate

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](#).

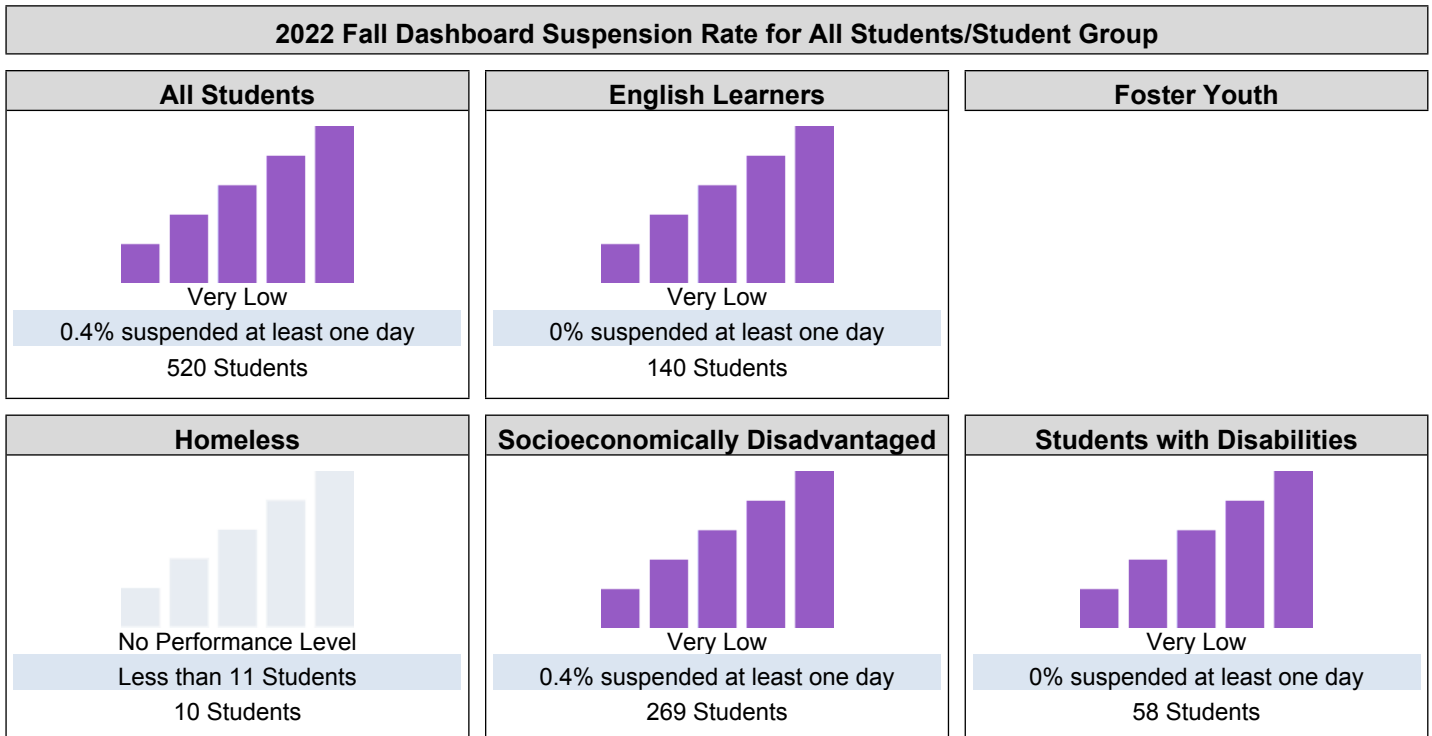
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



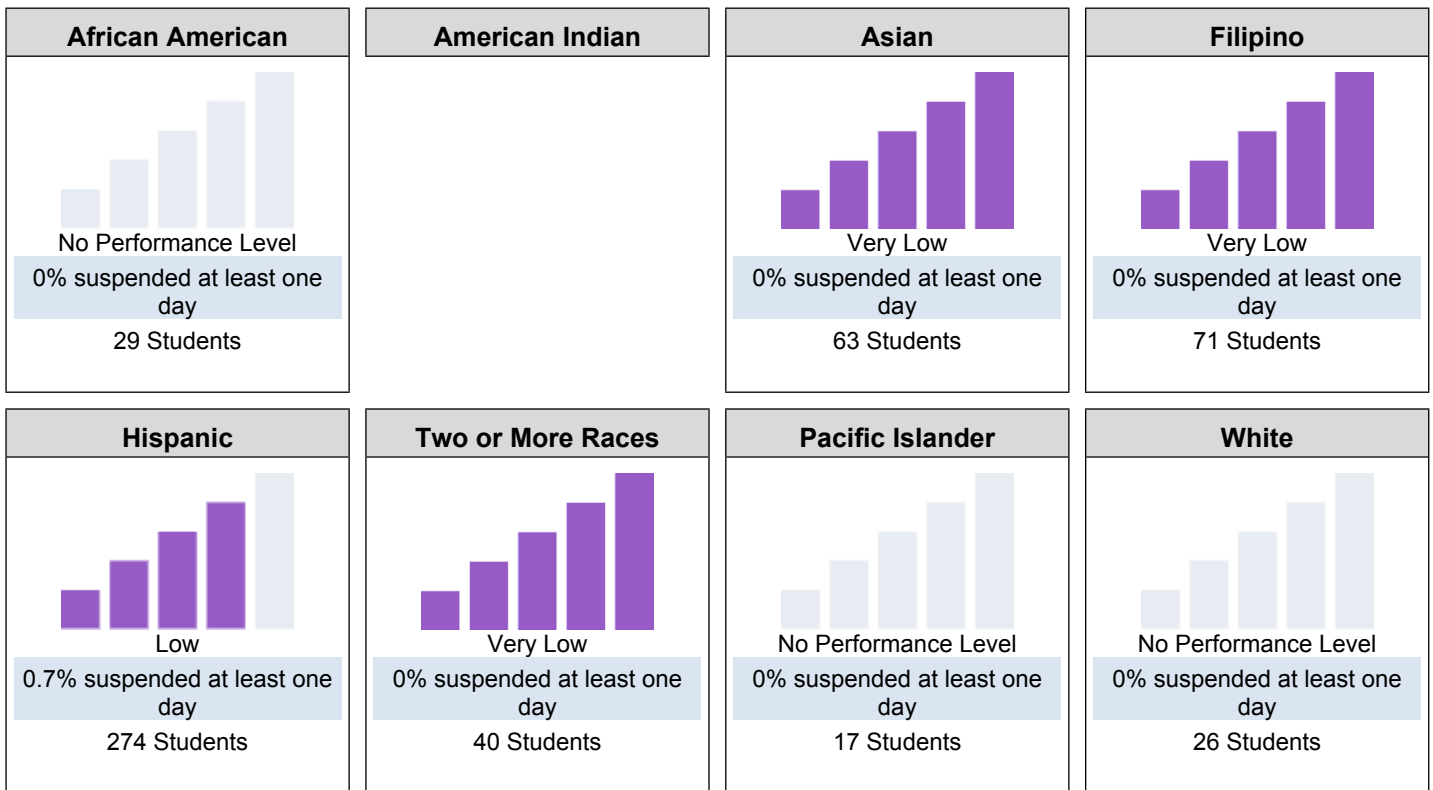
This section provides number of student groups in each level.



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



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

The review of CAASPP data indicates our suspension rate was very low in 2021-2022. However, recent site suspension data indicates an increase that will reflect as very high for 2022-2023 school year.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Deeper Learning -- Language and Literacy

LEA/LCAP Goal

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

Goal 1

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

Identified Need

Increase students performance in English Language Arts

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Results Benchmark Assessment Universal Screener Assessment Lexia Data	Overall 5% decrease in percent of students not meeting standards in English Language Arts	Overall 5% decrease in the percent of students not meeting standards in English Language Arts

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Eden Gardens will provide teachers with additional collaboration time on a regular basis to analyze assessment data and determine the next steps, including intervention/acceleration for students who would benefit from it, with a focus on equity for all students. Eden Gardens will continue implementing interventions, screening, progress monitoring, and data-driven decision-making as part of a multi-level prevention system that is aligned with the RTI framework.

- Teachers, Cost Specialists, and the COST team will review student referrals and create a plan of action to support their academic needs. The COST team will meet a minimum of two times per month. A process will be developed to determine which students need intensive academic support and what will be included in the action plan.

- Eden Gardens will provide intervention services to identified students based on our data, including significant subgroup (ELL, Hispanic, Socio-Economic Disadvantaged) students, African-American students and Students with Disabilities. Intervention services will be provided by the school's EL Specialist, the Intervention Teacher and the SIP Assistant after school hours.

- Intervention outside of school time will be provided to non-proficient students via Lexia and LLI programs.

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)
12,765.00	LCFF
17,253.00	Title I

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.

- Implemented Lexia reading program school-wide
- Implemented after-school Lexia Intervention program for students
- Implemented LLI Intervention for students both during school and after school.

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

The COVID-19 Pandemic led to decreased attendance in afterschool intervention and overall Lexia usage during the school day due to COVID-19 protocols.

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

We will continue with school-wide implementation of the Lexia reading program. Classroom teachers will participate in Lexia Professional Development on data analysis. We will use Lexia, Universal Screener, and Benchmark data to increase afterschool targeted intervention opportunities for students.

Goals, Strategies, & Proposed Expenditures

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

Goal 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 students will increase performance on CAASPP Math by five percent.

Identified Need

Increase students performance in Mathematics

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Results Dream Box Math Data	Overall 5% decrease in the percent of students not meeting standards in Mathematics	Overall 5% decrease in the percent of students not meeting standards in Mathematics

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Eden Gardens will provide teachers with additional collaboration time on a regular basis to analyze assessment data and determine the next steps, including intervention/acceleration for students who would benefit from it.

Eden Gardens will continue to develop interventions, screening, progress monitoring and data driven decision-making as part of a multi-level prevention system that is aligned with the RTI framework.

Teachers, COST Specialists, and the COST team will review student referrals and create a plan

of action to support their academic needs. The COST team will meet a minimum of two times per month. A process will be developed to determine which students need intensive academic or other support and what will be included in the action plan.

Eden Gardens will provide intervention services to non-proficient students, including significant subgroup (ELL, Hispanic, Socio-Economic Disadvantaged) students, as well as African-American students and Students with Disabilities. Intervention services will be provided by SIP Assistant after school hours.

Intervention during the school day and after school will be provided to non-proficient students by teachers and SIP Assistant using Dream Box.

School-wide Implementation of Dream Box

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)
14,730.00	Title I
10,000.00	Title I

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.

SIP Assistant Provided afterschool Math Intervention via Moby Max

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

The COVID-19 Pandemic led to decreased attendance in afterschool intervention due to COVID-19 protocols.

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

We will implement Dream Box Math school-wide. Teacher will participate in professional development to assist with full implementation. We also have allocated funds for teacher to run afterschool Math Intervention classes.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Deeper Learning -- English Language Development

LEA/LCAP Goal

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

Goal 3

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

Identified Need

Increasing the number of EL students becoming English Proficient

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC	Continue to increase the number of English Learners reclassified as English Proficient.	Increase the number of English Learners being Reclassified as English Proficient

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

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

*EL students will attend daily English Language Development (ELD) classes to improve their language development skills.

- Use Systematic ELD Instructional materials to advance students a minimum of one level of English proficiency annually.

*Regularly monitor the English Language proficiency levels using ELPAC and ADEPT assessments.

- Align resources to provide extended learning opportunities for students to develop English language skills. Align resources to provide the EL Specialist to offer LLI intervention support to EL learners who are reading at least two years below grade level.

- The site ELL Specialists will coordinate and facilitate school-wide ELPAC assessments of English Language Learners, input assessments into Illuminate and develop ELD groupings.,

- Principal and EL Specialist, and other staff, as appropriate, will meet a minimum of one time

per month to review reclassification data, local assessments, and any other student data related to ELL students.

- Intervention teacher and ELL Specialists will provide Leveled Literacy Intervention to EL students

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

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.

The ELL Specialist provided LLI intervention for ELL students during the school day.

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

The COVID-19 Pandemic led to decreased attendance in LLI intervention during the school day due to COVID-19 protocols.

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.

The ELL Specialists will continue with LLI Intervention during the school day. Our school staff is strategizing on how to assist in ELPAC testing so our ELL Specialists will have more time to run LLI Intervention groups.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Deeper Learning -- Visual and Performing Arts

LEA/LCAP Goal

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

Goal 4

Deeper Learning -- Visual and Performing Arts: Elementary teachers will implement VAPA activities (integrated or stand alone) on a monthly basis using a variety of discourse techniques. Teacher will collaborate to create arts intergration lesson. Eden Gardens will continue with it Annual Art Showcase Night.

Identified Need

Students receive high quality, standards-based instruction in one or more of the art disciplines during the school day.

Annual Measurable Outcomes

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Eden Gardens will promote arts integration by hosting performances, showcasing student work, providing teachers with arts integration professional development, and offering after school enrichment.

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.

New Goal

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

None

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.

none

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 weekly basis, either through standalone SEL curriculum or culture/climate initiatives. Students will report a five percent increase in feelings of school connectedness on the California Healthy Kids Survey (CHKS). The school will determine how to measure student growth in SEL based on the SEL-related strategies the site implements.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Data	Suspension Rate has quadrupled for 22-23 school year at this time	Decrease Suspension Rate by 5%
California Health Kids Survey	Data Not Available at this time	5% Increase in Feelings of School Connectedness
Positive Behavior Intervention Date	22-23 Suspensions Currently Stand at 20 Students	Decrease the number of students suspended 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

Strategy/Activity

Eden Gardens will provide teachers and staff with additional resources and professional development in Social-Emotional Learning practices.

To dramatically improve school climate through various strategies, activities, initiatives, and events. These may include PBIS school year kick-off activities, Model Citizen recognition ceremonies, school-wide assemblies, regularly-scheduled COST team meetings, noon supervisor training, weekly STAR Tag award announcements, and student/staff recognition. As well as implementing an SST, RTI process, and training for staff.

The school started Positive Behavior, Intervention, and Support (PBIS) and implemented this program school-wide. Continue PBIS Tier 2 team and Check-in / Check-out(CICO.) During 2022-2023

The school continued implementing the CICO system during the school year and concurrently started the implementation of Tier 3 interventions. During the 2023-24 school year, the school will further refine the Tier 1, Tier 2, and Tier 3 approaches while additionally working on Tier 3 behavior intervention under the guidance of the Behavior Intervention Counselor. The school will continue to implement Restorative Practices, which will complement PBIS. The school's Behavior Intervention counselor will continue to conduct PD for staff on the Solutions Team Anti-Bullying program and Restorative Practices. The Principal, Assistant Principal, Counselor, and COST Specialists are currently trained and implementing Solution Teams.

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)

28,105.00

Source(s)

Title I

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.

Fully Implemented

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

none

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.

The Behavior Intervention Counselor will begin conducting parent classes that focus on Social Emotional Learning, mental health, and internet/social media safety for students.

Goals, Strategies, & Proposed Expenditures

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

Goal 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: Eden Gardens will increase the number of parents participating in school activities, including parent advocacy groups and Coffee with the Principal, by five percent.

Identified Need

Parents reconnecting with the school

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Event sign-in sheets	Parent participation dropped to zero due to pandemic	10% Increase in the number of parents attending events and classes.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Eden Gardens 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.

The Parent Center will serve as the general location for parent/caretaker meetings, workshops, advisory group meetings, and a workspace for cleared parents/caretakers volunteering at the school.

- Funds will be allocated for materials, supplies, parent meetings and training.

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)
1,368.00	LCFF
807.00	Title I

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.

Family Engagement Specialists engaged parents in school wide activities such as Back to School Night, Fall Festival, Eden Gardens Art Showcase, Family Science Night/Fair and Open House.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated 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 increase the number of parent classes and opportunities to enage the school communtiy during the 2023-2024 school year.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

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: Eden Gardens will decrease chronic absenteeism by 5% in the 23-24 school year.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Data	51.9% Chronically absent	Decrease Chronically absent students by 5%

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

Strategy/Activity

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

1. Student attendance will be regularly monitored and reported to the Principal,
 - Attendance Clerk to inform the Principal of students with excessive amounts of tardiness and/or absences
 - Follow-up with the Attendance Clerk for chronically tardy and/or absent students
 - Daily absence phone calls via Blackboard Connect
 - Weekly morning announcement broadcast of Top Attendance grade levels via all calls to the entire school.
 - Improved and Top Attendance recognition on a monthly and trimester basis

- Top grade level with perfect attendance percentage (monthly) will be recognized.
2. Collaboration with school Behavior Intervention Counselor, COST, School Nurse, Attendance Clerk and CWA.
 - Disseminate attendance data and strategies at parent meetings (PTA, AASAI, etc.) SSC meetings and ELAC meetings.
 - Include attendance articles monthly in the parent newsletter.
 - Home visits when necessary.
 - Parent Truancy Meetings,
 3. Student-Centered positive promotion
 - Monthly Awards for Perfect Attendance
 - Top grade level with the highest perfect monthly Attendance percentage will be awarded.
 - Classrooms with top attendance will be announced during Weekly Announcements.
 - Students with Improving and top attendance will be recognized each trimester with awards and certificates.
 - At the end of the year, all students with top attendance for the year will be recognized with a certificate.
 4. Students who need to improve attendance will also be monitored closely for academic progress and recommended for academic interventions as needed.
 5. All applicable school staff will increase communication of the importance of daily attendance and the impact of absences on students' parents and the community. This will be achieved by Monthly newsletters, attendance data presented in parent meetings (ELAC, PTA, SSC, African American Parent meetings, Staff meetings, etc.)

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)
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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.

Conducted truancy meetings for chronic absenteeism and notified parents of the attendance process at Coffee with the Principal.

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

COVID-19 Severely limited the schools ability to give attendance incentives for 22-23 school year due to COVID-19 protocols.

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.

During the 2023-2024 school year we will bring attendance incentives for students.

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	\$0.00
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	\$85,028.00

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	\$70,895.00

Subtotal of additional federal funds included for this school: **\$70,895.00**

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	\$14,133.00

Subtotal of state or local funds included for this school: **\$14,133.00**

Total of federal, state, and/or local funds for this school: **\$85,028.00**

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	14,133.00	0.00
Title I	70,895.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	14,133.00
Title I	70,895.00

Expenditures by Budget Reference

Budget Reference	Amount
	14,730.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF	14,133.00
	Title I	56,165.00
	Title I	14,730.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	30,018.00
Goal 2	24,730.00
Goal 5	28,105.00

Goal 6

2,175.00

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
Craig McKinley	Principal
Jill Zavala	Classroom Teacher
Bryan Holbrook	Classroom Teacher
Liz Calame	Classroom Teacher
Leah Ochoa	Other School Staff
Denny Nguyen	Parent or Community Member
Margaret Alfaro	Parent or Community Member
Danny Sepulveda	Parent or Community Member
Ruth Mondoy	Parent or Community Member
Shamaneh Donhue	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 May 1, 2023.

Attested:




Principal, Mr. Craig McKinley on 5/1/23

SSC Chairperson, Denny Nguyen on 5/1/23

Title I School-Level Parent and Family Engagement Policy

Eden Gardens Elementary School

March 13, 2023

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

Involvement of Parents in the Title I Program

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

- a) Eden Gardens presents its Title I status each year at its annual Back To School Night. The presentation is to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program. Parents are informed of these requirements and rights at SSC, ELAC, and at an evening Title I Parent Meeting.
- b) The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening. These meetings include, but may not be limited to, Coffee with the Principal, English Learner Advisory Committee (ELACs), School Site Council (SSC), Parent-Teacher Association (PTA), and African American Student Achievement Initiative (AASAI). Parents are informed of these meetings in our monthly school newsletter, flyers that are sent home, and through phone messages.
- c) **Eden Gardens Elementary** has developed a written Title I parental involvement policy with input from Title I parents. Input is taken at SSC (School Site Council) and at ELAC (English Language Advisory Committee) meetings. In addition, there is an ELAC representative on the SSC. The school sends the policy home with students and is also included in the 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 monthly school newsletter, flyers that are sent home, and 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, which is available on the website.

3. If parents of Title I students request, the school provides opportunities for regular meetings that allow parents to participate in decisions relating to their children's education. 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 the effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted with Title I, Part A funds establishing the practices listed below. (20 U.S.C. § 6318[e])

- a) Our school provides families with the opportunity to learn about the standards, assessments, Title I, and how best to monitor and support their children through the annual Back to School Night event, monthly Coffee with the Principal meetings, and regular English Learner Advisory Committee (ELAC) meetings, African American Student Achievement Initiative (AASAI) meetings, Parent-Teacher Association (PTA) meetings, and School Site Council (SSC) meetings.
- b) Family Engagement Specialists provide support and meetings for parents around advocacy and academic standards to best support their students at home. Materials are also provided through Coffee with the Principal, ELACs, AASAI, PTA, and SSC meetings.
- c) Professional Development for staff occurs regularly through monthly staff meetings, site-level PD 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, and 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 speaks Spanish, and all information is sent home in English and Spanish.
- f) The school will provide additional support as requested by parents.

Accessibility

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

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

School-Parent Compact (see next page)

Eden Gardens School
Student/Parent/Family/Teacher
School Compact

Name _____ **Room #** _____

Student Pledge:

I realize that my education is important to me. It helps me develop the tools I need to be happy and productive. I also understand my parents and teachers want to help me do my very best in school. I know I am responsible for my success and 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 complete assignments on time
- Know and follow school and class 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 TV watching and video use 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 **Eden Gardens** 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 TV viewing and video use
- Read to my child and encourage my child to read every day (20 minutes for grades TK -3, and 30 minutes for grades 4-6)
- Communicate with the teacher or the school when I have a question, comment or concern
- Ensure that my child arrives on time and attends school every day, gets adequate sleep, and regular medical attention and proper nutrition
- Consistently monitor my child's progress in school
- Participate in activities at school, such as school decision making, volunteering and/or attending parent-teacher conferences, Back to School Night, Open House, Coffee with the Principal, School Site Council, and ELAC
- Communicate the importance of education and learning to my child
- Respect the school, staff, students, and families (no bullying)

Parent's Signature

Date

Staff Pledge:

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

- Provide high-quality curriculum and instruction, including HUSD's 3 R's, i.e., rigor, responsibility, and results for 21st-century success.
- Communicate regularly with families about student progress through conferences, parent-teacher meetings, progress reports, and other available means.
- Provide reasonable opportunities for parents to volunteer and participate in their child's class and to observe classroom activities.
- 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.
- Provide meaningful, daily homework assignments to reinforce and extend learning (30 minutes for grades TK, K-3 and 60 minutes for grades 4-6.)
- Participate in professional development activities that improve teaching and learning and support forming 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 _____