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
Schafer Park Elementary School	01611926001135	05/01/2023	07/12/2023

Mission and Vision Statements

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

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

Purpose and Description

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

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

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

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

    The school plan must:

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

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

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

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

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.

Schafer Park 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.

EXECUTIVE SUMMARY
SINGLE PLAN FOR STUDENT ACHIEVEMENT
SCHAFER PARK SCHOOL
April 20, 2023

The Schafer Park staff is dedicated and committed to HUSD's vision that students will be prepared, challenged and motivated in a 21st Century learning environment that develops the physical, intellectual and emotional success of all learners. At Schafer Park School, we have identified schoolwide goals and actions to make grade level common core standards achievable for all students. We identified the following as our school wide reform efforts: best teaching practices, student engagement strategies, checking for understanding, methodology, depth of knowledge within units of study and transparency of standards.

Through the development of our Professional Learning Community we established our motto, mission, vision, values, and goals. We believe we must create and maintain
an equitable environment that values and respects all students for their individual differences, diversity, and accomplishments while continually striving for improved academic outcomes.

HUSD's SINGLE PLAN FOR STUDENT ACHIEVEMENT
HUSD's SPSAs now follow the state template in order to be in compliance with state guidelines.

Additionally, it is organized around the District's Priorities:
Priority 1: Financial and operational decisions will be driven by student success and district priorities and goals
Priority 2: Ensure ALL students graduate college and/or are career ready.
Priority 3: Create a safe and positive school climate.
Priority 4: Engage students, families, staff and community to support student achievement and success.

Schafer Park SPSA has 5 performance goals aligned to HUSD's Local Education Agency plan. These goals include:
1. English Language Arts: All students will master the Common Core standards in ELA or demonstrate growth towards mastery.
2. Mathematics: All students will master the Common Core standards in Math or demonstrate growth towards mastery.
3. ELD: Decrease the number of Long Term English Language Learners.
4. School Climate: Improve school discipline outcomes and parent engagement in a manner that is equitable and aligned with the district's AB/AR policies.
5. Attendance: Improve daily attendance.

DATA ANALYSIS
Our SPSA includes an analysis of recent student achievement data.

Specific Actions and Tasks to Meet Performance Goals
School Plan for Student Achievement (SPSA) Page 3 of 96 Schafer Park Elementary School

In order to achieve the above stated goals Schafer Park School has set forth specific goals and related actions in our SPSA that include:

- Provide release time for professional development on district and site initiatives for full implementation as well as plan lessons using Backwards Design.
- Provide structured teacher collaboration time to engage in the Cycle of Inquiry to analyze data through Data Dialogues and identify specific students and instructional strategies to move students to standards' mastery
- Provide teachers time to implement lesson studies.
- Host workshops to significantly increase parent involvement and give them the tools to be actively involved in the education of their child.
- Through the use of technology, students will be further engaged in learning by demonstrating critical thinking, problem solving, and decision making strategies.
- Staff will have released time to develop cycles of inquiry around math workshop strategies.
- Provide staff development on the use of daily academic language, vocabulary development, reading comprehension, writing process and instructional strategies with Transitional and long Term EL students.
- Teachers will collaborate on Integrated ELD lesson plan design and tie to the Common Core standards as well as focus on long term EL students.
- Staff will continue to implement Positive Behavior Intervention System school-wide to reduce the number of students with disciplinary issues.
- Develop and implement an incentive program to attain our goal of 97% of students present everyday.
- Students and staff will engage in Anti-Racist/Anti-Bias lessons through authentic literature, ongoing collaborative learning, and opportunities for discussion.

Budget

As outlined in the SPSA, the majority of Schafer Park's supplemental funds are spent on the following:

- Support staff to implement research-based English Language Arts interventions
- Support staff to provide primary language small group instruction
- Providing grade level release time for planning, collaboration, and data analysis, focusing on targeted students, ELD/ALD/SLD, ELA, and Math
- Support staff to provide small group instruction in ELA,SLA, and Math as designated by the teacher
- Instructional materials and supplies to support teaching during the school day
- License agreements to continue school wide use of the Accelerated Reader Program and Lexia
- Provide after school intervention in the areas of English Language Arts, Math, Spanish Language Development, and English Language Development for students not at standard and/or approaching standard.

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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

Several stakeholder groups are involved in creating, reviewing, and assessing our School Plan Student Achievement (SPSA). Teachers, staff, and several parent groups including our attendees at Coffee with the Principal, members of our English Language Advisory Committee (ELAC), Parent Teacher Association (PTA), African American Student Achievement Initiative (AASAI), and our School Site Council (SSC). At all meetings, updates are given on the plan and input is taken. At SSC, we use data to look at what is working and what changes need to be made. It is at the SSC where we bring input from all the other groups to see what adjustments we can make to the current plan. We make sure to do this at least twice a year, usually in November and March of each year. For the current school year, all parent meetings continue to be on Zoom.

Resource Inequities

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

Our School Site Council considers the lack of student intervention, acceleration, and enrichment programs during the day and after school as an inequity towards ensuring the growth of all students.

Currently, during the day school interventions focus on our first and second grade students in English Language Arts (ELA) and Spanish Language Arts (SLA). Also, this year, through district support we have small group instruction for our 4th-6th grade students who are not reading at grade level. A para educator works with 4th-6th graders using Systematic Instruction in Phonics, Phonological Awareness, and Sight Words (SIPPS). A volunteer tutor works with our 3rd graders, assisting teachers in providing small group instruction in English/Spanish Language Arts as well as math. These interventions are not equitable. They are not equitable as our 4-6th grade students are provided interventions by the district and if it wasn't for the volunteer, our 3rd graders would not have any type of interventions. Another inequity is the lack of interventions in Spanish Language Arts for our English Only students enrolled in bilingual classes.

In the area of mathematics, over the last year two years we have established a Saturday Math Academy for our 3rd-6th grade students. Students work in small groups with volunteer tutors based on their needed skill areas. Unfortunately, we do not provide in-person interventions in math for our TK-2nd grade students. These interventions are not equitable.

According to our recent California Healthy Kids Survey (CHKS) data only 50% of 5th grade students feel that someone on campus cares about them. In response to this, we have established some after school clubs for students in grades 4-6. During the 2019-2020 school year we began our equity work, focusing on our students' social-emotional needs. For the 2023-2024 school year we plan on using the Sanford Harmony program to address our students' social-emotional needs with common structures and language. The use of the Sanford Harmony program is sporadic. Some clusters of teachers use it consistently, but others do not. This year we did begin Chess Club and we also offer Tech Challenge to all students even though it is focused on our GATE students. Many neighboring school districts provide students with enrichment opportunities such as clubs.

Another resource inequity is the lack of access to sufficient internet services or devices such as Chromebooks, tablets, chargers, and computers that would allow our students to access the online intervention programs we have at Schafer Park.

The largest resource inequity is the lack of funding and personnel to be able to provide support, intervention, tutoring, etc., during the day and after school acceleration/intervention classes and support.

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%	0.30%	0.31%	2	2	2
African American	5.7%	5.36%	4.52%	42	36	29
Asian	5.8%	6.85%	6.54%	43	46	42
Filipino	4.5%	4.17%	3.27%	33	28	21
Hispanic/Latino	78.0%	76.49%	79.13%	579	514	508
Pacific Islander	1.8%	1.93%	1.56%	13	13	10
White	1.6%	1.93%	2.02%	12	13	13
Multiple/No Response	2.2%	2.08%	2.18%	16	14	14
			Total Enrollment	742	672	642

Conclusions based on this data:

In the 20-21 school year we began to see a decline in our student enrollment. In the 21-22 school year we saw another decrease due to the pandemic as many families sought more affordable housing in other areas of the state or outside the state. In the 22-23 school year we continued to see a decline in our enrollment due to families seeking affordable housing. Our white, Pacific Islander, and Asian populations stayed consistent. Our African-American and Hispanic/Latinx populations saw largest decreases over the three year period.

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	281	265	247	37.90%	39.4%	38.5%
Fluent English Proficient (FEP)	164	144	152	22.10%	21.4%	23.7%
Reclassified Fluent English Proficient (RFEP)		38	43	0.0%		

Conclusions based on this data:

The percent of English Learners decreased over the last three years from 281 to 247 ELs. Our Fluent English Proficient students grew over all as percentage of our student population.

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	108	101		0	92		0	91		0.0	91.1	
Grade 4	104	98		0	96		0	96		0.0	98.0	
Grade 5	109	94		0	90		0	90		0.0	95.7	
Grade 6	116	96		0	94		0	94		0.0	97.9	
All Grades	437	389		0	372		0	371		0.0	95.6	

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		2391.			16.48			21.98			19.78			41.76	
Grade 4		2428.			13.54			23.96			17.71			44.79	
Grade 5		2461.			11.11			22.22			26.67			40.00	
Grade 6		2484.			4.26			27.66			30.85			37.23	
All Grades	N/A	N/A	N/A		11.32			23.99			23.72			40.97	

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		12.22			56.67			31.11	
Grade 4		11.46			61.46			27.08	
Grade 5		11.11			58.89			30.00	
Grade 6		8.51			56.38			35.11	
All Grades		10.81			58.38			30.81	

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		14.94			54.02			31.03	
Grade 4		5.26			67.37			27.37	
Grade 5		7.78			55.56			36.67	
Grade 6		4.26			52.13			43.62	
All Grades		7.92			57.38			34.70	

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		8.05			74.71			17.24	
Grade 4		8.33			67.71			23.96	
Grade 5		10.00			76.67			13.33	
Grade 6		5.32			76.60			18.09	
All Grades		7.90			73.84			18.26	

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		7.69			63.74			28.57	
Grade 4		10.42			71.88			17.71	
Grade 5		8.89			62.22			28.89	
Grade 6		10.64			67.02			22.34	
All Grades		9.43			66.31			24.26	

Conclusions based on this data:

Prior to last year, the last time a school in Hayward took the CAASPP exam was in 2019. Since then, students and teachers had to contend with a world wide pandemic and virtual learning.

According to the data, one area of need is writing. The percentage of students who scored at or near standard was 57.38%. Unfortunately 34.7% of performed below standard in the claim of writing which is more than a third of our students. In the claim of reading we have 30.81% of our students performing below standard. When we look at overall achievement in English Language Arts (ELA), 40.97% of our students did not meet the standard. Due to these results staff focused on giving an on-demand IAB assessment that would mimic the SBAC exam. For next year we will return to using the district writing guide with trimester assessments. Staff will have opportunities to calibrate student writing via trimester release time.

The claim in which we saw the most growth was in listening. We had 7.90% of students performing above standard and 73.84% at or near standard. This is a vast difference compared to the last time the CAASPP was administered when this claim was an area of need. As a school we also saw much success in the claim of research/inquiry where 66.31% of our students scored at or near the standard. Another 9.43% scored above standard. Our staff focused on note taking while students listened to a variety of oral presentations to help remember important details. We will have to continue to work on their note taking as well as have them listen to a variety of oral presentations.

In the area of research/inquiry students read various informational articles practiced citing evidence and searched for key details.

In regards to our overall achievement in English Language Arts, we had over 95.6% of students take the exams. 4th grade had the highest participation rate at 98% and 3rd the lowest at 91%. In regards to ELA achievement, 6th grade had the lowest percentage of students not at standard at 37.23%, but only had 31.92% scoring at or above standard. Third and fourth grades led the way with the number of students who scored at or above the standard in ELA with 38.46% and 37.5% respectively. We look to continued growth as we will focus on using our new ELA adopted curriculum, Benchmark/Adelante, and our district scope and sequence in writing.

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	108	101		0	91		0	90		0.0	90.1	
Grade 4	104	98		0	93		0	93		0.0	94.9	
Grade 5	109	94		0	92		0	92		0.0	97.9	
Grade 6	116	96		0	94		0	94		0.0	97.9	
All Grades	437	389		0	370		0	369		0.0	95.1	

* 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		2399.			14.44			21.11			22.22			42.22	
Grade 4		2431.			4.30			19.35			37.63			38.71	
Grade 5		2419.			4.35			9.78			23.91			61.96	
Grade 6		2450.			1.06			14.89			32.98			51.06	
All Grades	N/A	N/A	N/A		5.96			16.26			29.27			48.51	

	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		15.56			48.89			35.56	
Grade 4		8.60			48.39			43.01	
Grade 5		4.35			27.17			68.48	
Grade 6		1.08			46.24			52.69	
All Grades		7.34			42.66			50.00	

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		22.22			37.78			40.00	
Grade 4		7.53			50.54			41.94	
Grade 5		6.52			39.13			54.35	
Grade 6		6.38			46.81			46.81	
All Grades		10.57			43.63			45.80	

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		8.89			64.44			26.67	
Grade 4		9.68			50.54			39.78	
Grade 5		4.35			44.57			51.09	
Grade 6		2.13			65.96			31.91	
All Grades		6.23			56.37			37.40	

Conclusions based on this data:

In the area of mathematics, we had a 95.1% rate of participation with both 5th and 6th grades having 97.9% of participating in the state wide exam. Third grade had the lowest participation with 90.1%. To improve overall attendance rates during CAASPP testing, if we have 95% of students in attendance on all days of testing we will implement a tech day where students can bring their technology from home to share with classmates as an incentive.

Our students continue to struggle with the area of concepts and procedures. We have most students scoring below standard at 50%. Our continued use of Dream-box, our online math intervention program should help with these areas of mathematics. Another area of focus for this year will be problem solving and modeling/data analysis. 45.8% of students were below standard on that claim. Fifth grade in particular had more than half their students below standard in problem solving and modeling/data analysis. With the use of Dreambox, IXL, and teacher collaboration through the cycle of inquiry, we hope to address these deficits.

Overall, our growth in mathematics was delayed due to the pandemic. Previous to the pandemic, Schafer Park was steadily growing in math. Our school wide use of Math Workshop helped in our growth. Along with number talks, counting collections, and the use of our math intervention programs we were growing a few percentage points each year. Moving forward in 2023-2024, we will work towards achieving growth in mathematics. Third grade led the way 35.55% of students scoring at or above standard. Third grade students did especially well on the claim problem solving and modeling/data analysis where 22% of students were above standard.

School and Student Performance Data

Student Population

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

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
672	**65.0**	**39.4**	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Schafer Park Elementary School.	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	265	39.4
Foster Youth		
Homeless	3	0.4
Socioeconomically Disadvantaged	437	65.0
Students with Disabilities	73	10.9

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	36	5.4
American Indian	2	0.3
Asian	46	6.8
Filipino	28	4.2
Hispanic	514	76.5
Two or More Races	14	2.1
Pacific Islander	13	1.9
White	13	1.9

Conclusions based on this data:

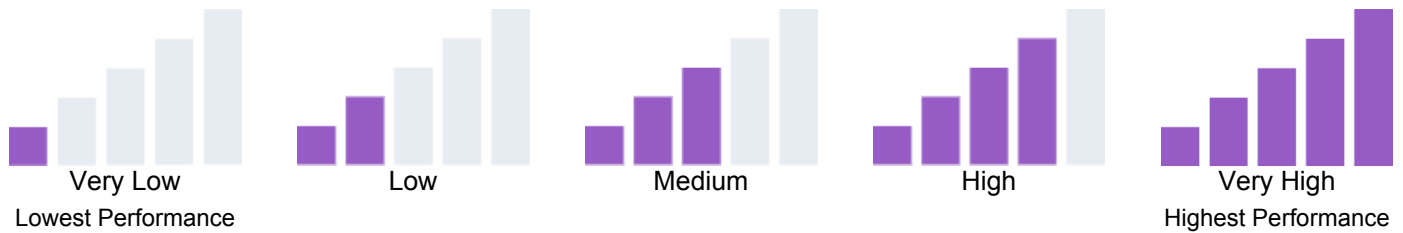Schafer Park is a diverse school. 76.5% of our student population is Latinx. The next two largest race/ethnicity groups are Asian at 6.8% and African American at 5.4%, both of which grew by 1%. 39.4% of our students are English Learners, 10.9% of our students have disabilities, and 65% are socioeconomically Disadvantaged. While our student population is decreasing, we still continue to be one of the largest schools in Hayward.
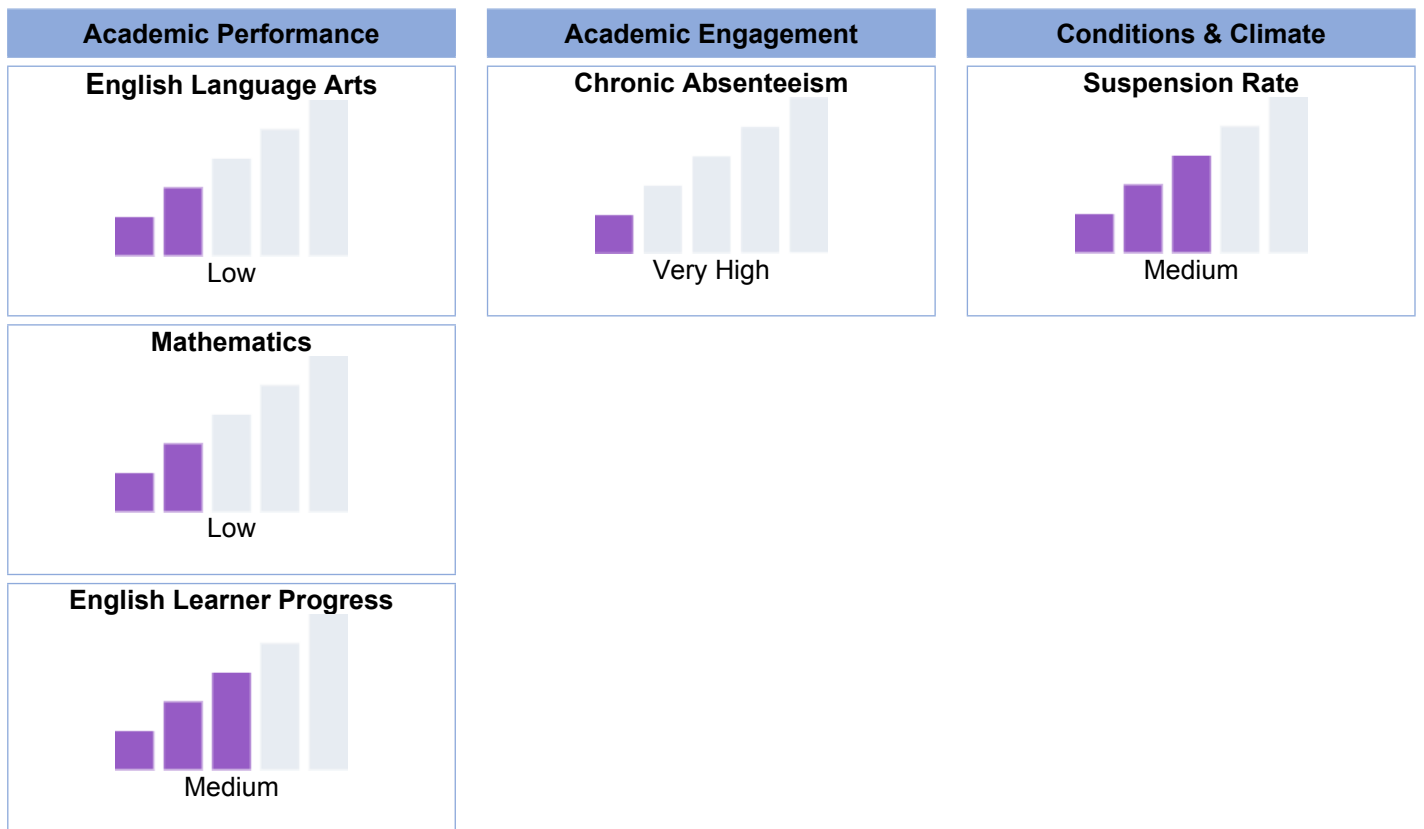
School and Student Performance Data

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** — Medium
Mathematics — Low		
English Learner Progress — Medium		

Conclusions based on this data:

> The new indicators demonstrate that in English Language Arts and Mathematics, the school is considered low performing, but our chronic absenteeism is very high. We did perform at medium in English Learner progress and Suspension rate. We are working on improving all areas, but in regards to Chronic absenteeism we need to really make sure students are coming to school on a regular basis. We will begin to have incentives for high and most improved attendance each trimester.
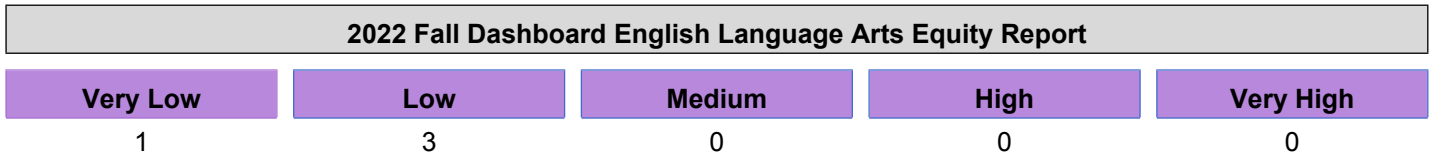
School and Student Performance Data

Academic Performance
English Language Arts

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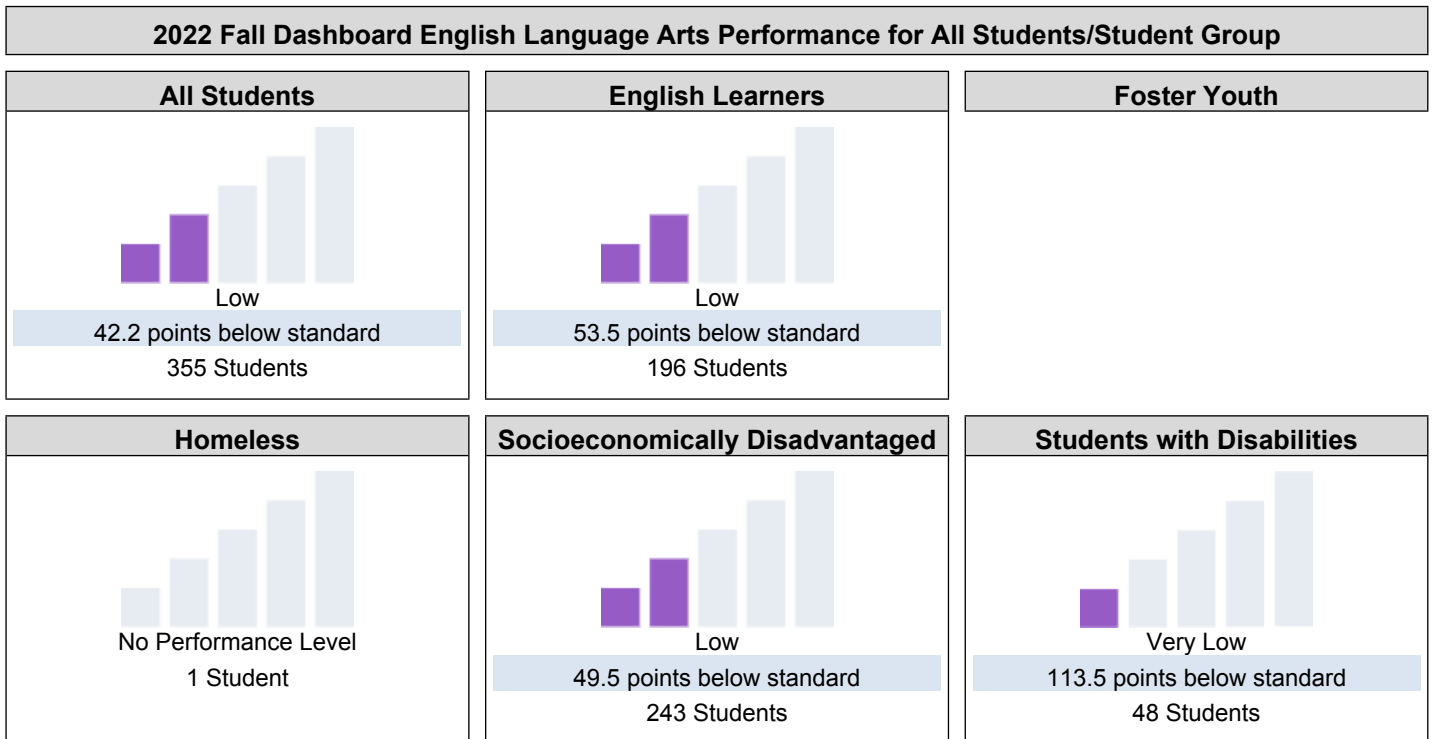
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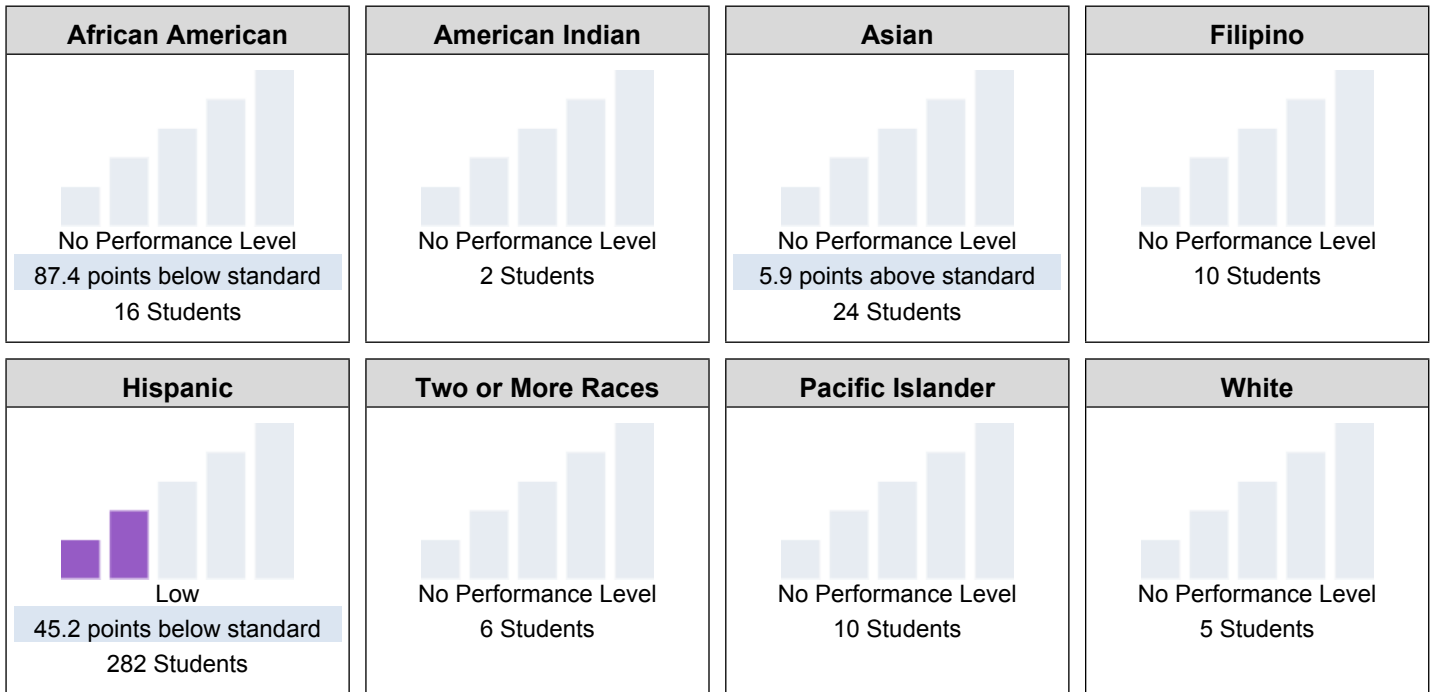

| Very Low | Low | Medium | High | Very High |

Lowest Performance   Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
1	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 42.2 points below standard 355 Students	Low 53.5 points below standard 196 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level 1 Student	Low 49.5 points below standard 243 Students	Very Low 113.5 points below standard 48 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level	No Performance Level	No Performance Level	No Performance Level
87.4 points below standard	2 Students	5.9 points above standard	10 Students
16 Students		24 Students	

Hispanic	Two or More Races	Pacific Islander	White
Low	No Performance Level	No Performance Level	No Performance Level
45.2 points below standard	6 Students	10 Students	5 Students
282 Students			

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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

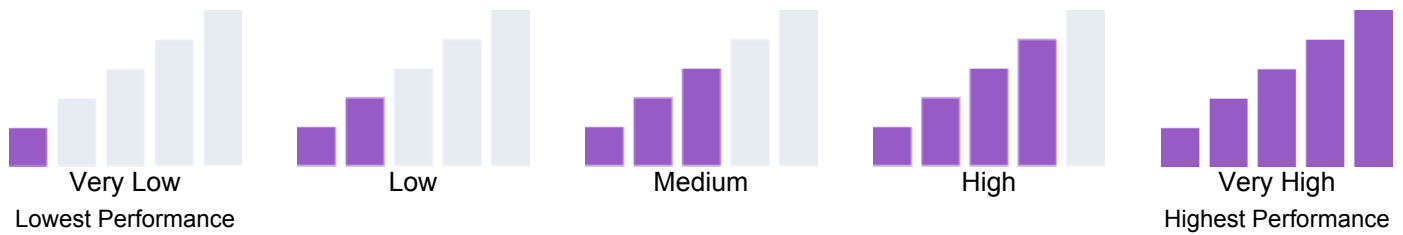| Current English Learner	Reclassified English Learners	English Only
110.9 points below standard	12.6 points above standard	41.7 points below standard
105 Students	91 Students	122 Students

Conclusions based on this data:

In the area of English Language Arts (ELA) our largest sub-group, Latinx students, scored Low or 45.2 points below standard. Our next biggest sub-group, socioeconomically disadvantaged scored Low at 49.5 below standard. Our English Learners also scored Low, 53.5 points below standard. Our Students with Disabilities scored Very Low at 113.5 points below standard. In regards to Race/Ethnicity, only our Latinx group was large enough to be assigned a performance level. Our Asian population which was only 24 students, scored 5.9 points above standard, and our 16 African-American students scored 87.4 points below standard. To improve our African American student performance in ELA we will work with The Village Method who work with students to build up their leadership skills. For all groups we plan to monitor their performance on our online ELA intervention programs such as Lexia and Accelerated Reader. We also plan on having our paraeducators work with students struggling with automaticity and word reading, addressing skill gaps to move students forward in fundamental skills. Teachers will implement our new Benchmark/Adelante reading program as well, addressing a variety of targeted areas of reading skills and strategies.
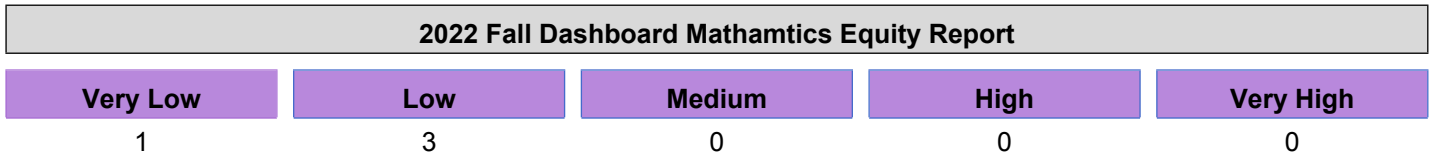
School and Student Performance Data

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.
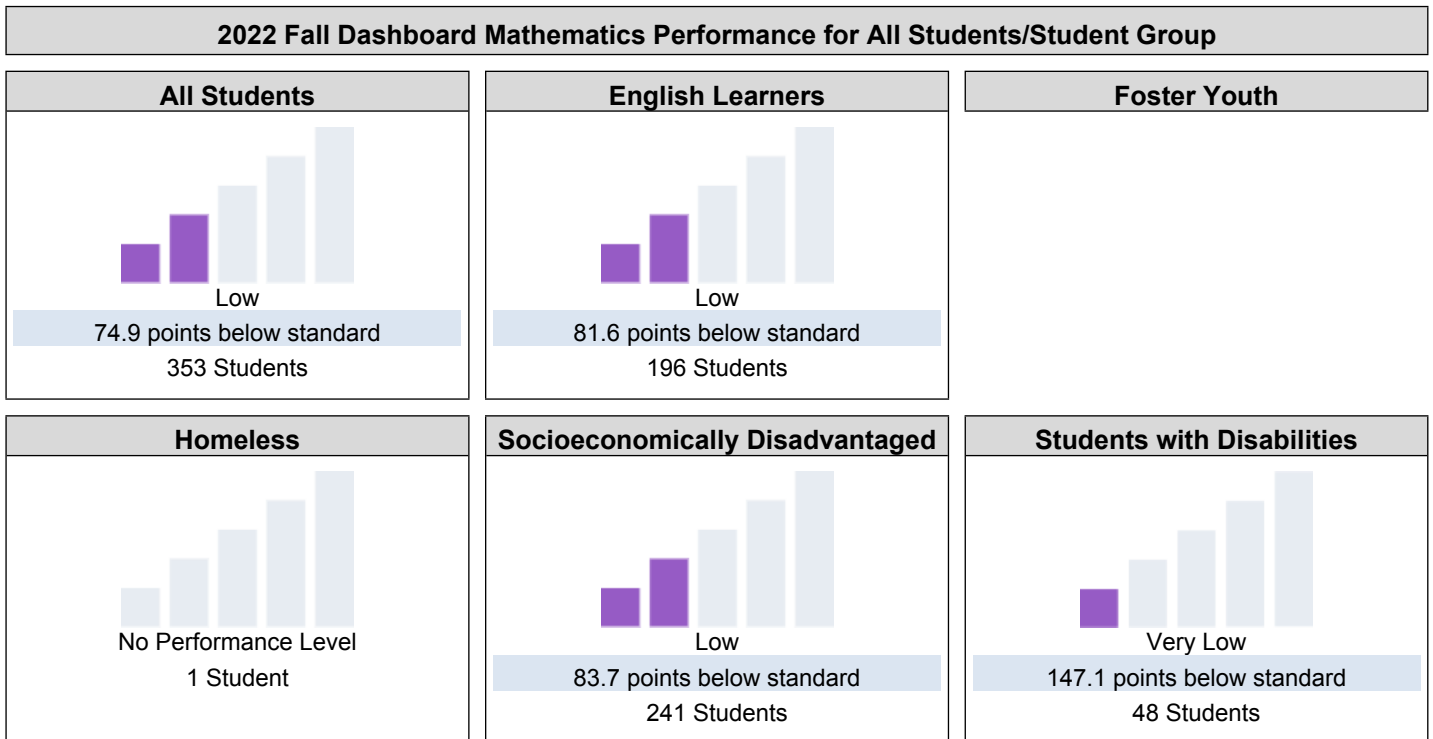
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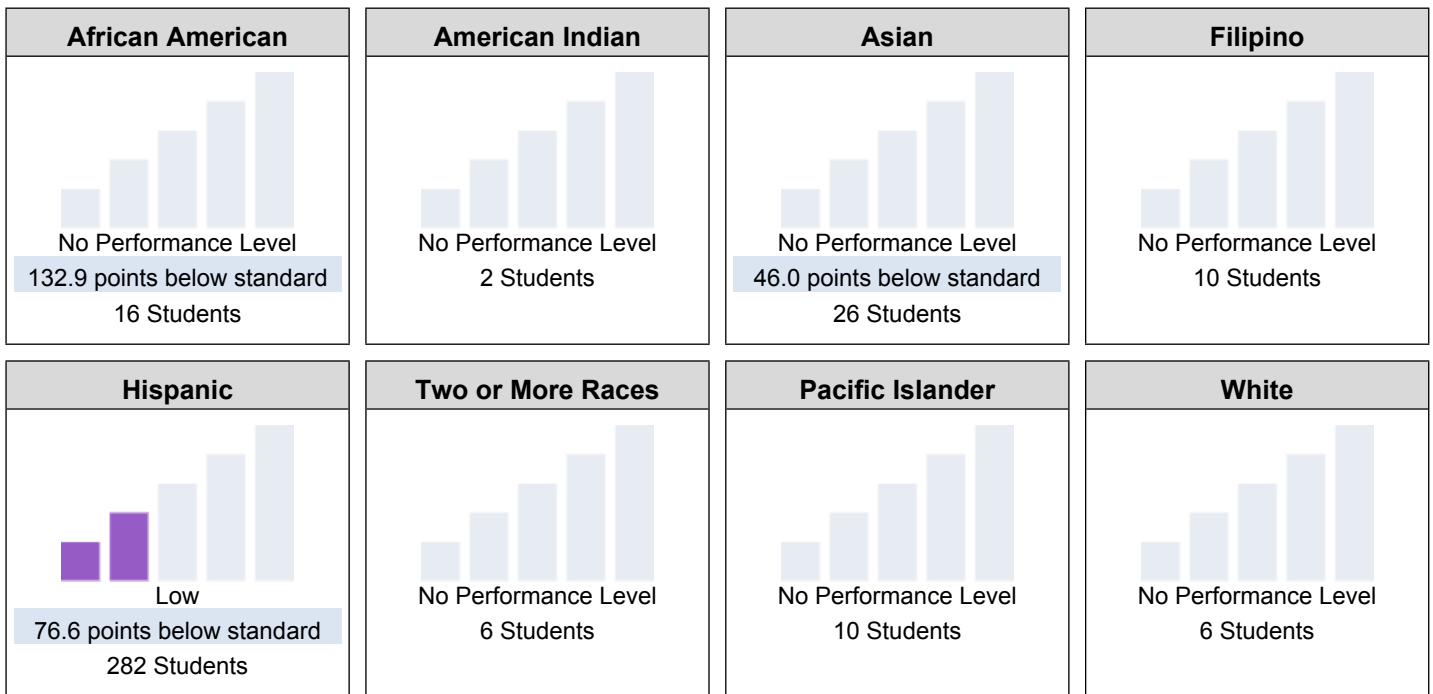

| Very Low | Low | Medium | High | Very High |
Lowest Performance   Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Mathamtics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
1	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	
74.9 points below standard	81.6 points below standard	
353 Students	196 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Low	Very Low
1 Student	83.7 points below standard	147.1 points below standard
	241 Students	48 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American

No Performance Level
132.9 points below standard
16 Students

American Indian

No Performance Level
2 Students

Asian

No Performance Level
46.0 points below standard
26 Students

Filipino

No Performance Level
10 Students

Hispanic

Low
76.6 points below standard
282 Students

Two or More Races

No Performance Level
6 Students

Pacific Islander

No Performance Level
10 Students

White

No Performance Level
6 Students

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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner

128.0 points below standard
106 Students

Reclassified English Learners

29.5 points below standard
91 Students

English Only

82.8 points below standard
121 Students

Conclusions based on this data:

In Mathematics, we performed Low or 74.9 points below standard. Our English Learners were Low at 81.6 points below standard, our Socioeconomically disadvantaged students were also Low at 83.7 points below standard, and finally our Students with Disabilities scored Very Low at 147.1 points below standard. In regards to Race/Ethnicity our only sub group that received a performance level was our Latinx students who were Low at 76.6 points below standard, and African-American and Asian students scored 132.9 and 46 points below standard, respectively. Our Reclassified English Learners were 29.5 points below standard and our current English Learners were 128 points 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

Medium

51.2 making progress towards English language proficiency

Number of EL Students: 84 Students

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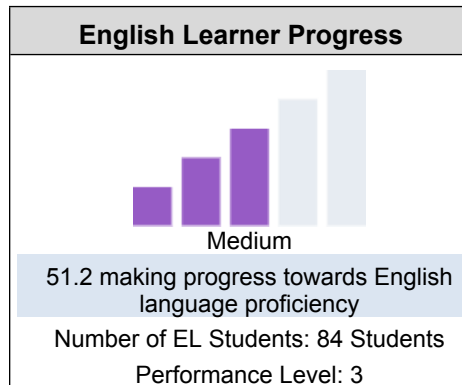
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
20.2%	28.6%	0.0%	51.2%

Conclusions based on this data:

51.2% of the English Learners made one of level growth. Like many other schools, the vast majority of our EL students performed at a level 3.

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.

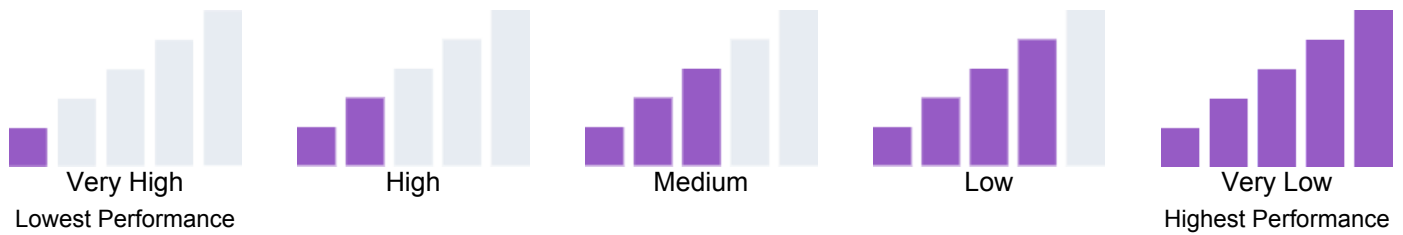**Conclusions based on this data:**
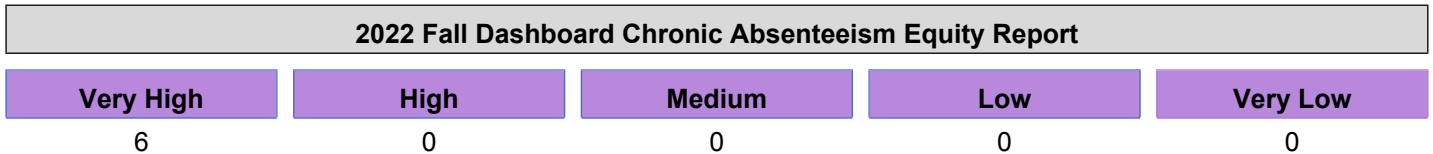
N/A

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.
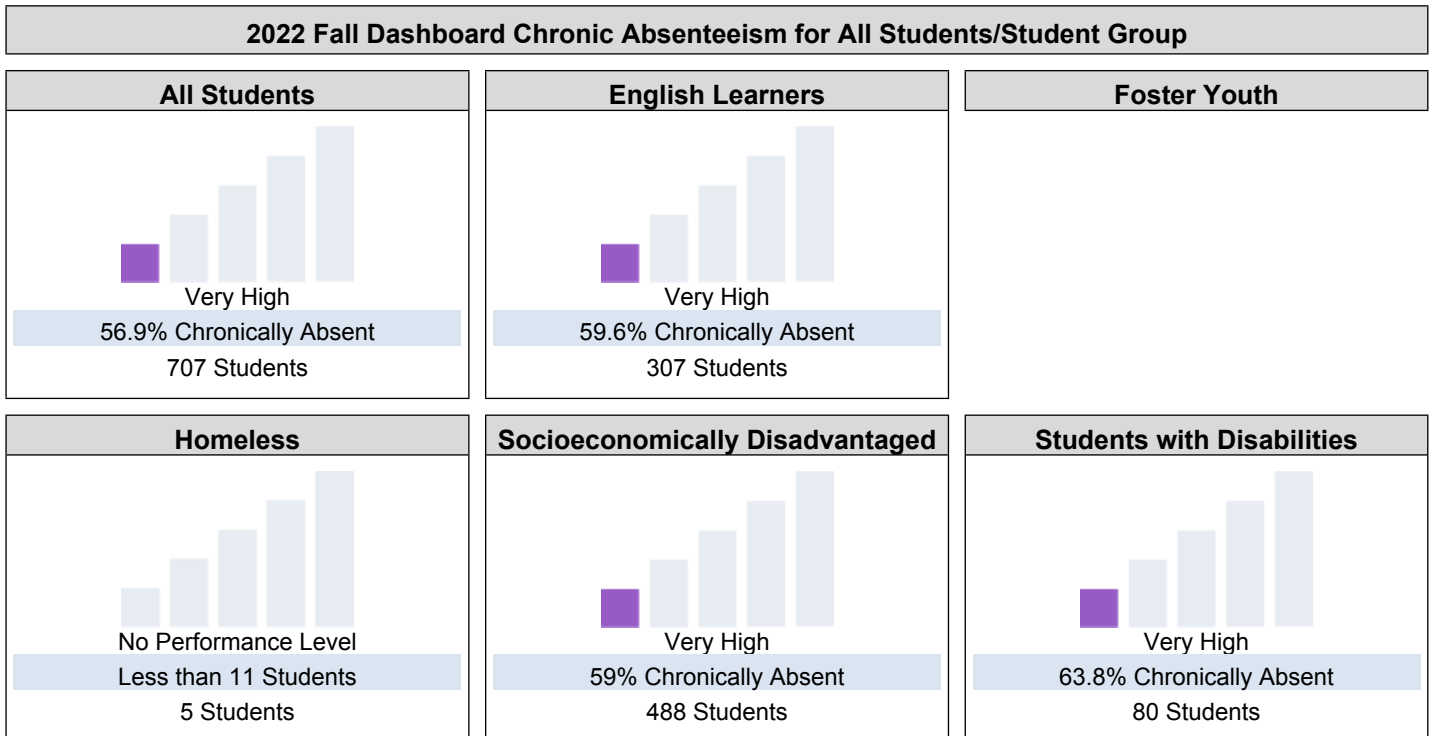
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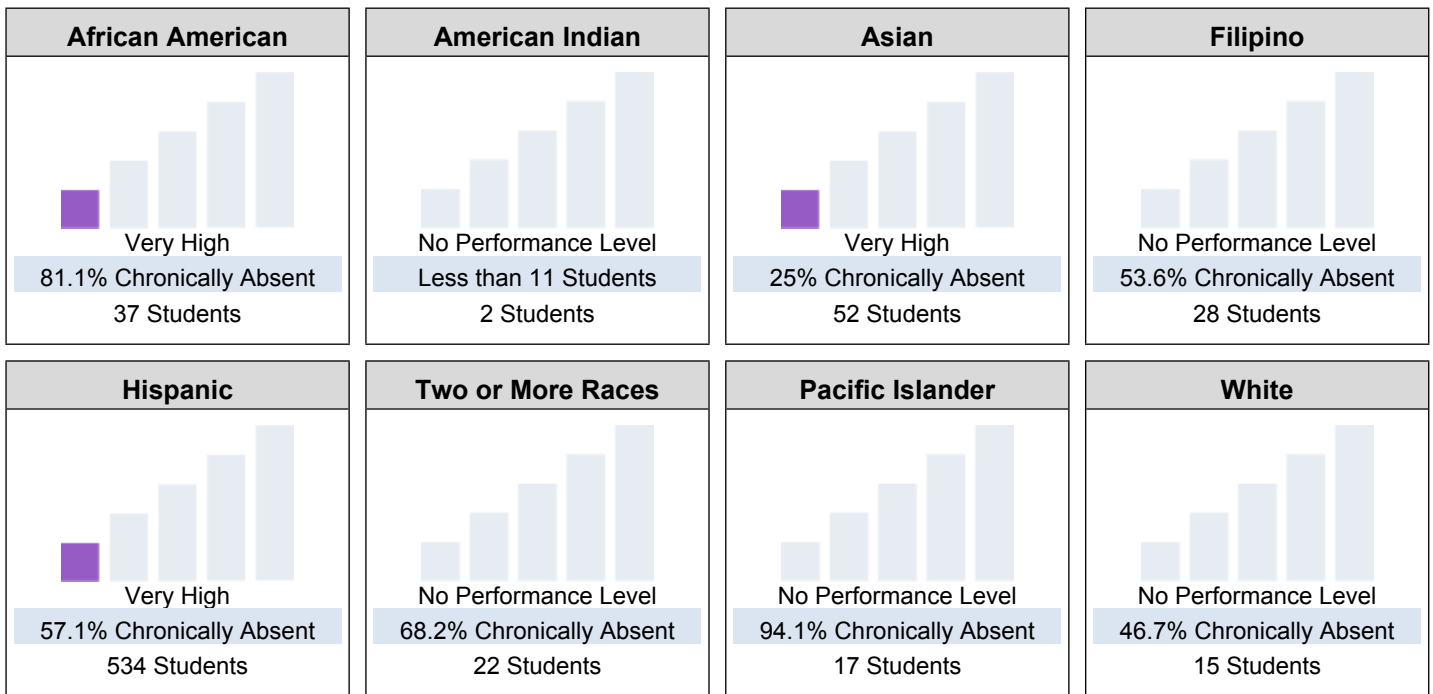
Very High	High	Medium	Low	Very Low

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**
6	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	
56.9% Chronically Absent	59.6% Chronically Absent	
707 Students	307 Students	

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Very High	Very High
Less than 11 Students	59% Chronically Absent	63.8% Chronically Absent
5 Students	488 Students	80 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American

Very High

81.1% Chronically Absent

37 Students

American Indian

No Performance Level

Less than 11 Students

2 Students

Asian

Very High

25% Chronically Absent

52 Students

Filipino

No Performance Level

53.6% Chronically Absent

28 Students

Hispanic

Very High

57.1% Chronically Absent

534 Students

Two or More Races

No Performance Level

68.2% Chronically Absent

22 Students

Pacific Islander

No Performance Level

94.1% Chronically Absent

17 Students

White

No Performance Level

46.7% Chronically Absent

15 Students

Conclusions based on this data:

We need to really improve our Chronic Absenteeism. As a school we are Very High with 56.9% of our students considered Chronically Absent. With less students contracting Covid in California, we hope that attendance patterns will begin to stabilize. In the meantime, attendance meetings, attendance notifications, and rewarding improved and high attendance should help to improve attendance.

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

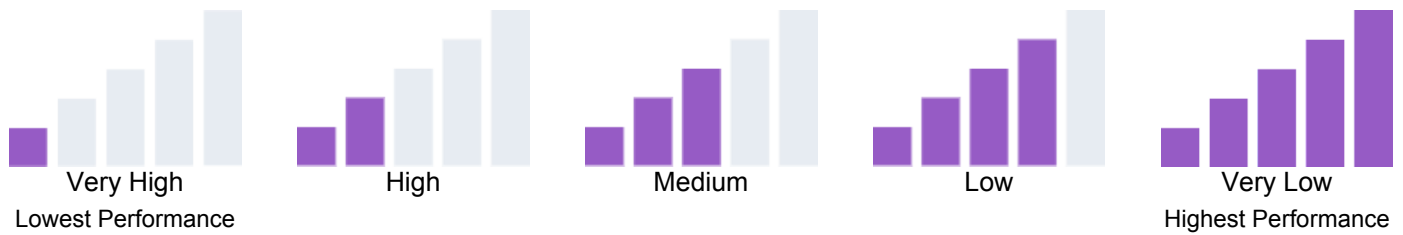**Conclusions based on this data:**
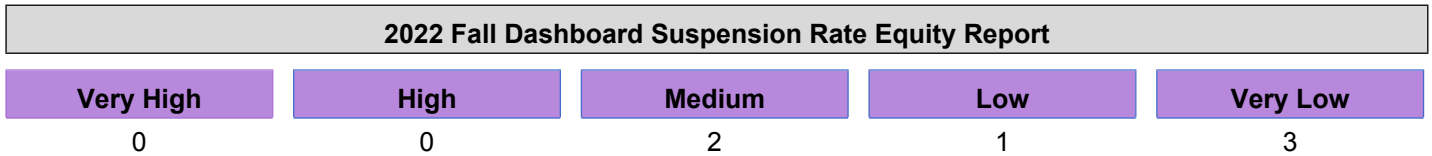
N/A

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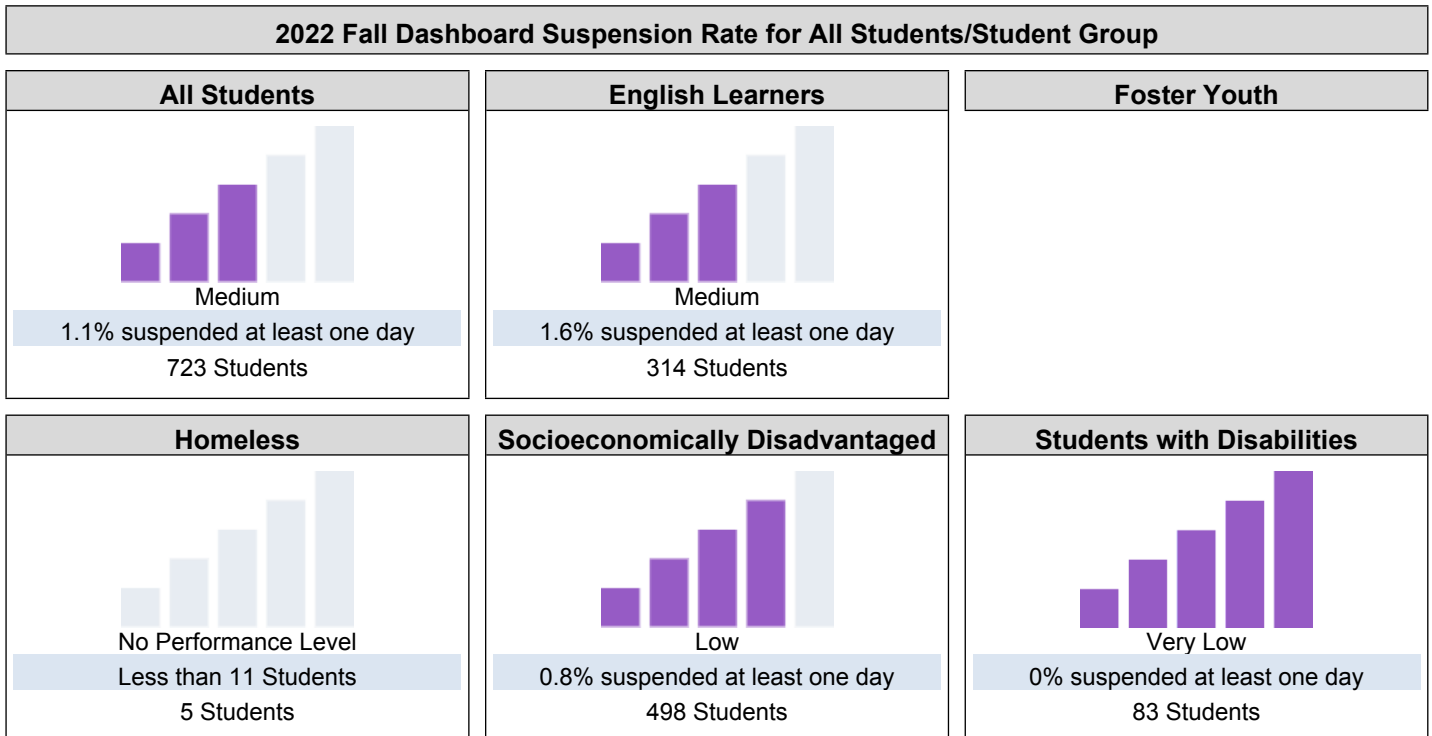
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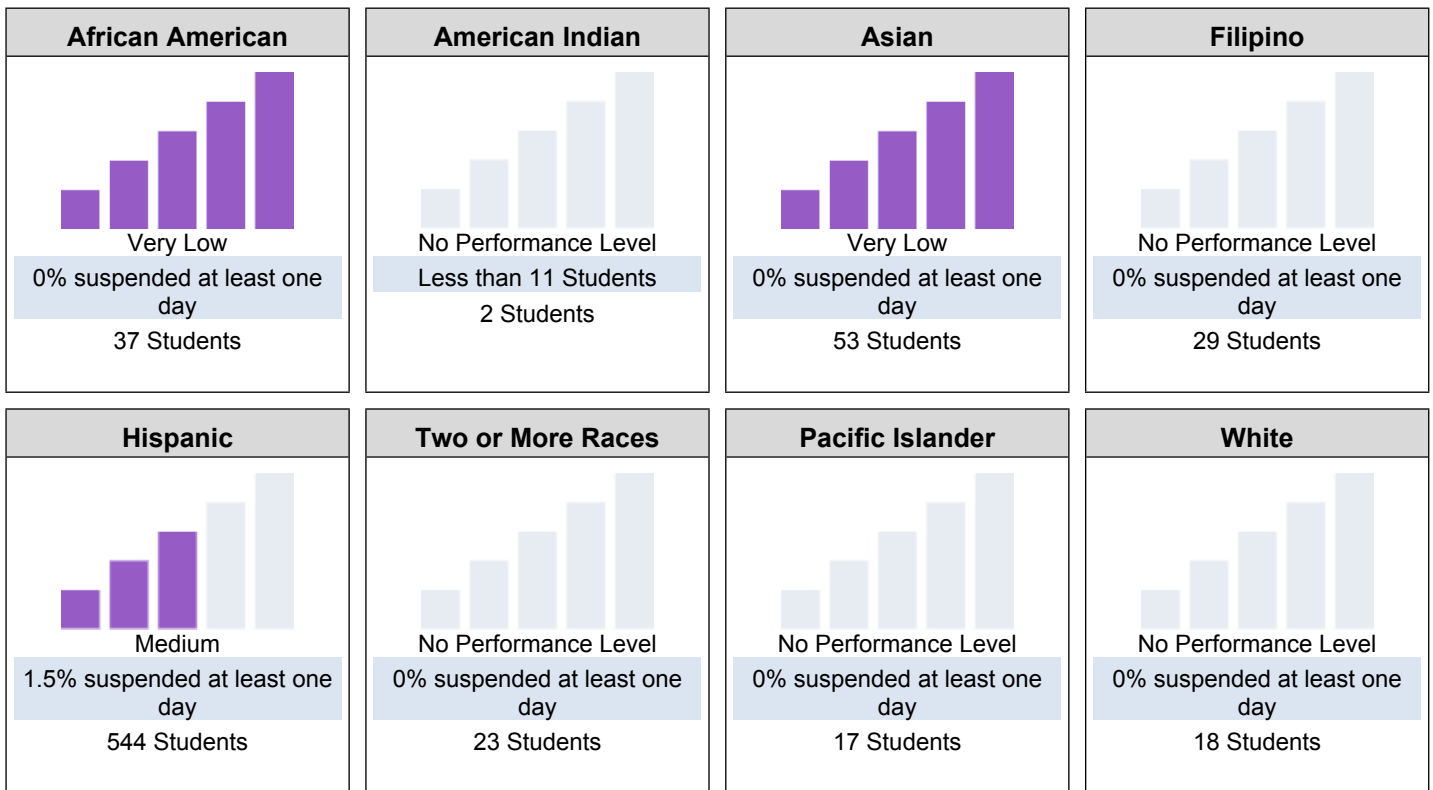
Very High	High	Medium	Low	Very Low
Lowest Performance				Highest Performance

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	2	1	3

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
Medium	Medium	
1.1% suspended at least one day	1.6% suspended at least one day	
723 Students	314 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	Very Low
Less than 11 Students	0.8% suspended at least one day	0% suspended at least one day
5 Students	498 Students	83 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Very Low	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
37 Students	2 Students	53 Students	29 Students

Hispanic	Two or More Races	Pacific Islander	White
Medium	No Performance Level	No Performance Level	No Performance Level
1.5% suspended at least one day	0% suspended at least one day	0% suspended at least one day	0% suspended at least one day
544 Students	23 Students	17 Students	18 Students

Conclusions based on this data:

There were declines in the percent of students suspended from the following groups: African-American, Asian, Filipino, Pacific Islander, Students with Disabilities, and White. The aforementioned groups had 0% suspended at least one day. Our Socioeconomically Disadvantaged students were considered Low as only 0.8% were suspended at least one day. Our two largest groups, Latinx and English Learners, were categorized as Medium due in part that each group had between 1.5-1.6% suspended at least one day. Our PBIS, along with our counselors and restorative practices are helping us to reduce the number of students suspended at Schafer Park.

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. Latinx, English Learner, Students with Disabilities, Socioeconomically Disadvantaged, and our African-American students will increase performance on CAASPP ELA by 3%.

Dual Language schools only: In addition to English language arts, students at Schafer Park will increase proficiency in their program's target language (i.e. Spanish or Mandarin) by 3% as measured by local assessments.

Identified Need

Based on the data we reviewed, the following student groups need extra support in this area (list them here): Writing and Reading

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Fastbridge Screener	Fall, Winter, and Spring Assessment	Growth towards grade level
Lexia	Placement Assessment	Growth towards grade level standards mastery
Accelerated Reader	Grade level equivalent Test Fall, Winter, and Spring	At least one years growth.
Intervention	Students performing 1-2 years below grade level	Growth towards reading at grade level
CAASPP ELA CAT & Performance Task	Previous years result	One year of growth

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)

Latinx, English Learner, Students with Disabilities, Socioeconomically Disadvantaged, and our African-American students

Strategy/Activity

Schafer Park will provide teachers with additional collaboration time on a regular basis to analyze assessment data and determine next steps, including intervention/acceleration for students who would benefit from it, with a focus on equity for all 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)
93338.00	Title I 1000-1999: Certificated Personnel Salaries Reading Intervention Specialist Salary w/benefits
13800.00	Title I: Schoolwide Program Lexia, Online Intervention Program
8290.00	Title I: Schoolwide Program Accelerated Reader and Quizzes, Online Intervention Program
2000.00	Title I 1000-1999: Certificated Personnel Salaries Teacher salary w/benefits
1500.00	Title I: Schoolwide Program 4000-4999: Books And Supplies Instructional Materials
30.00	Title I 4000-4999: Books And Supplies Inclusive Books
4495.00	LCFF Supplemental and Concentration Funds 4000-4999: Books And Supplies Inclusive Books

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 strategies/activities described above will support our school in ensuring more equitable outcomes in ELA/SLA for all student groups especially considering the effects on learning due to the pandemic.

Early Reading Intervention Classes
- Foundational skill building in decoding, word reading, and fluency for early readers
- Leveled Language Intervention (LLI) for students in grades 1 and 2
- Over 80% of students showed growth towards grade level standards in ELA/SLA

Intermediate Reading Intervention Classes
- -Foundational skill building in word reading, fluency, and automaticity for older students with skill gaps in these areas

Reading Strategies
- 2nd-
  6th grade implementation of reading strategies based on the book, The Reading Strategies Book by Jennifer Serravallo
- Students are developing critical thinking strategies around text as well as improve their analysis strategies.

Lexia
- School wide reading intervention program that is done at school and home
- 45% of our students, K-6 are meeting English Language Arts grade level standards
- According to Lexia data, 24% of our students are above grade level ELA standards

SIPPS
- After-school reading tutoring through Systematic Instruction in Phonological Awareness, Phonics, and Spelling (SIPPS)

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 implementation of reading strategies was not a part of our budgeted expenditures.

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.

Goals will continue to be the same for 2023-2024
school year. Our expectations are to see another 3% growth. All items will be
found in SPSA section 21st Century Success in ELA.

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. Students with Disabilities, English Learners, Latinx, Socioeconomically Disadvantaged, and African-American sub groups will increase performance on CAASPP Math by 3%.

Identified Need

Based on the data we reviewed, the following student groups need extra support in this area (list them here): Students with Disabilities, English Learners, Latinx, Socioeconomically Disadvantaged, and African-American

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Grade Level Benchmarks	Beginning of the Year Assessment	1 year growth or more
Dreambox	Placement test	1 year growth or more
Intervention	Students scoring 1-2 years below grade level	.5 to 1 year of growth or more
CAASPP Math CAT & Performance Task	Previous years results	3% growth from previous years 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)

All staff will participate in Math data talks that will focus on current student math learning trends and will allow an opportunity for staff to collaborate based on student work and establish collaborative teacher practices along with staff-determined student math learning goals.

Strategy/Activity

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

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)
8535.00	LCFF Dreambox, online intervention program
2000.00	Title I 1000-1999: Certificated Personnel Salaries Intervention, Teacher salaries w/benefits
1500.00	Title I: Schoolwide Program 4000-4999: Books And Supplies Instructional Materials
4000.00	Title I: Schoolwide Program 1000-1999: Certificated Personnel Salaries Teacher Release for COI, Substitutes salary

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 strategies/activities described above will support our school in ensuring more equitable outcomes in math for all student groups especially considering the effects on learning due to the pandemic.

Math Workshop Cycle of Inquiry
- Instructional materials provide students with manipulatives to be able to create their models based on their problem solving techniques
- Teacher release time to plan, view, and provide feedback to colleagues on lessons developed and administered by the grade level
- Partner teacher guidance and feedback on the process
- Review of student data and refine teaching

Math Intervention
- Students will receive math intervention services during and after school.

Dreambox and IXL online intervention programs.
- These programs will help students grow 5% in mathematics achievement and standard mastery if a minimum of 5 lessons are completed every week.
- These programs also spiral learning of standards mastered.

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

There are minimal differences between implementation and budgeted expectations. The teacher hourly compensation goes towards math interventions and the rest of the funding will go towards personnel release time towards mastering Math Workshop and the cycle of inquiry. Funds will also go towards renewing our Dreambox license.

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

No changes will be made to this goal. We will continue for 2023-2024 school year and the expectation of a cycle per trimester by each grade level will remain the same. Every class/grade level will implement math workshop twice a week.

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%.

Identified Need

Based on the data we reviewed, the following student groups need extra support in this areas (Reading and writing): English Learners

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC	Baseline assessment from previous year	One year of growth
CAASPP	Baseline assessment from previous year	One year of growth
Intervention	Students scoring 1-2 years below grade level	One year of growth in speaking. listening reading, and writing.
Designated ELD	Based on ELPAC level	One year of growth

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)

Schafer Park 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.

Strategy/Activity

Schafer Park 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.

Schafer Park will provide small group instruction in both English and Spanish using Soluciones reading intervention program.

Schafer Park will provide an online intervention program for newcomers.

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)
29860.00	LCFF Supplemental and Concentration Funds 2000-2999: Classified Personnel Salaries Bilingual/Biliterate Paraeducator, Classified salary with benefits
1000.00	Title I 1000-1999: Certificated Personnel Salaries Intervention, Teacher Salary w/benefits
1500.00	Title 1: Parent Allocation 4000-4999: Books And Supplies Reclassification Celebration, 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.

Soluciones Intervention
- ELL Specialist and bilingual para-educator work in unison to provide 1st and 2nd grade students intervention in primary language
- 65% of students have seen growth in their primary language by moving up 1-2 levels

Lexia School wide reading intervention program that is done at school and home
- 48% of our students, K-6 are meeting English Language Arts grade level standards
- According to Lexia data 24% of our students are above grade level ELA standards

Lexia English
- Online program for newcomers.

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

There were no differences between the intended implementation and the budgeted expenditures.

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 goals will remain the same for 2023-24, with an expected 2% more students obtaining reclassification status and a decrease in 5% of the number of long term ELs.

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 trimester basis using a variety of discourse techniques.

Identified Need

Based on the data we reviewed, the following student groups need extra support in this area: all students, school-wide.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Winter and Spring Performances	Number of students who participate in the performances.	Growth of 3%
Students participating in instrumental music	Number of students who take instrumental music	Growth of 3%

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 will be served by this strategy/activity

Strategy/Activity

Schafer Park will promote arts integration by hosting performances, showcasing student work, providing teachers with arts integration professional development, offering additional sections, and offering after school enrichment opportunnities.

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 arts integration goal is a new goal for the 2023-2024 school year.

All teachers will provide trimester art lessons integrated with one or more curricular areas.

Teachers will provide art lessons that encompass various artistic techniques in preparation of our school wide Art Show.

Students will perform twice a year in vocal/instrumental concerts.

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

There are no differences between the intended implementation and the budgeted expenditures.
Tis is a new goal for this year.

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

This is the first time we have a goal for Visual and Performing Arts.

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 programs either through stand-alone SEL curriculum or culture/climate initiatives. We will broaden our use of Solutions Team and Ally Week to promote school-wide inclusion. All student groups will report a 5% 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. We will look at SWIS behavioral data and how many Panther Prides are distributed.

Identified Need

Based on the data we reviewed, the following student groups need extra support in this area (list them here): All student groups.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Healthy Kids Survey		
California Dashboard - Suspensions	2022 Data on the number of students suspended	Reduce 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 students will participate SEL lessons and activities that will result in more connectedness.

Strategy/Activity

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

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

Amount(s)	Source(s)
3500.00	Unrestricted Prizes for PBIS
5000.00	LCFF 4000-4999: Books And Supplies African American Achievement and Engagement, Books, 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.

Teachers will implement SEL lessons using Sanford Harmony program or SEL books

Continue to implement our school wide PBIS program with increased support to Tier 2 and 3 students.

Expand our prize options for Panther Pride.

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

There are no differences as all rewards are funded through our discretionary funds

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.

Our goals and expected outcomes will continue to be the same for 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 -- 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: Schafer Park will increase the number of parents participating in school activities, including parent advocacy groups, and Coffee with the Principal, by 10%.

Identified Need

Based on the data we reviewed, the following student groups need extra support in this area in the 2023-2024 school year: All parent groups.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Attendance at School Events and Meetings	Previous years number	Growth of 10% more participation
Parents Needing Translation Services for Conferences	Previous years number	Growth of 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 student outcomes will benefit from increased parent participation.

Strategy/Activity

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

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

Amount(s)	Source(s)
2000.00	LCFF Supplemental and Concentration Funds 2000-2999: Classified Personnel Salaries Childcare/Conference Translations, Classified Salaries w/benefits

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.

Child Care for Meetings
- As we believe it is important for parents to be a part of the school community, we will continue to fund child care for parent meetings. This will allow parents to focus on important items discussed at the meetings
- We have seen a steady increase in parent participation

Translator for Parent Teacher Conferences
- In order for parents and teachers to communicate about student progress we will provide translators.
- Fewer parents skip parent teacher conferences when translation is provided.

Parent Workshops
- Provide parent workshops that will augment parent knowledge of important trends in education.

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

There are no differences between the intended implementation and the budgeted expenditures, except we tend to go over budget in childcare .

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

There are no changes to the goal for the 2023-24 school year and our expectations will continue to be the same of 10% more parent participation.

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

Identified Need

Based on the data we reviewed, the following student groups need extra support in this area: All students will benefit from attendance incentives and recognitions.

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)

Our current data shows that most of our students need to improve their attendance.

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Promote improved attendance through a variety of strategies such as:
- Perfect/High attendance rewards
- Grade level attendance recess
- Improved attendance rewards

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

There are no differences as all rewards are funded through our discretionary funds

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.

Our goals and expected outcomes will continue to be the same for the 2023 -2024 school year.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$182,348.00

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	$98,368.00

Subtotal of additional federal funds included for this school: $98,368.00

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	$13,535.00
LCFF Supplemental and Concentration Funds	$36,355.00
Title 1: Parent Allocation	$1,500.00
Title I: Schoolwide Program	$29,090.00
Unrestricted	$3,500.00

Subtotal of state or local funds included for this school: $83,980.00

Total of federal, state, and/or local funds for this school: $182,348.00

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	47,697.00	34,162.00
Title I	120,975.00	22,607.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	13,535.00
LCFF Supplemental and Concentration Funds	36,355.00
Title 1: Parent Allocation	1,500.00
Title I	98,368.00
Title I: Schoolwide Program	29,090.00
Unrestricted	3,500.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	102,338.00
2000-2999: Classified Personnel Salaries	31,860.00
4000-4999: Books And Supplies	14,025.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF	8,535.00
4000-4999: Books And Supplies	LCFF	5,000.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration Funds	31,860.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration Funds	4,495.00

4000-4999: Books And Supplies	Title 1: Parent Allocation	1,500.00
1000-1999: Certificated Personnel Salaries	Title I	98,338.00
4000-4999: Books And Supplies	Title I	30.00
	Title I: Schoolwide Program	22,090.00
1000-1999: Certificated Personnel Salaries	Title I: Schoolwide Program	4,000.00
4000-4999: Books And Supplies	Title I: Schoolwide Program	3,000.00
	Unrestricted	3,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	123,453.00
Goal 2	16,035.00
Goal 3	32,360.00
Goal 5	8,500.00
Goal 6	2,000.00

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

4 Classroom Teachers

1 Other School Staff

6 Parent or Community Members

0 Secondary Students

Name of Members	Role
Jocelyn Ayala-Castro	Other School Staff
Rafael Flores Jr.	Principal
Dean Dizikes	Classroom Teacher
Alan Pickering Walters	Classroom Teacher
Piet Bess	Classroom Teacher
April Ancheta	Classroom Teacher
Rochelle Balthazar	Parent or Community Member
Elena Lepe	Parent or Community Member
Sarah Smilovic LeBlanc	Parent or Community Member
Sherry Alba	Parent or Community Member
Erika Casillas	Parent or Community Member
Ana Garcia	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

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

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

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

This SPSA was adopted by the SSC at a public meeting on 5/1/23.

Attested:

[signature]	Principal, Rafael Flores Jr. on 5/1/23
[signature]	SSC Chairperson, Sherry Alba on 5/1/23