

School Year: **2022-23**



# 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	05/02/2022	06/08/2022

## School Mission and Vision Statements

Mission Statement: We Educate Students for Success.

Vision: Schafer Park: A community of learners engaged, empowered, motivated, and always moving forward.

Values: How must we behave to achieve our vision?

To engage we will use a variety of interactive tools and strategies to increase student-directed learning.

To empower we will demonstrate belief in all students and provide them with opportunities to be in charge of their own learning and behavior.

To motivate we will provide high-interest, student centered activities and use technology to promote excitement.

To move forward we will support all students in achieving their goals using data driven instruction to monitor student progress.

Motto: Believe.Achieve.Succeed  
Panthers Believe! Panthers Achieve!

# 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)

Schoolwide Program

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.

EXECUTIVE SUMMARY  
SINGLE PLAN FOR STUDENT ACHIEVEMENT  
SCHAFER PARK SCHOOL  
April 25, 2022

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 school-wide goals and actions to make grade level common core standards achievable for all students. We identified best teaching practices, student engagement strategies, checking for understanding methodology, depth of knowledge within units of study and transparency of standards as our school wide reform efforts. 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 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: To create a safe and positive school climate.

Priority 4: Engage students, families, staff and community to support student achievement and success.

Our 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
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

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 study
- 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.

#### Budget

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

- 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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# Comprehensive Needs Assessment Components

## Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

## Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Surveys are given to all stakeholders. For example, 5th grade students take the California Healthy Kids Survey. Parents are asked to take surveys on LCAP, school funding needs, school facilities, English Learner programs, and overall school atmosphere. Staff also take surveys on school funding needs, LCAP, and school environment.

## Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classroom observations are done daily when possible. During these observations we look for the four principles of deeper learning: Teacher to student dialogue, student to student dialogue, checking for understanding, and engagement of the lesson.

## Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

## Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

We use several state and local assessments to modify instruction and improve student achievement. At the state level we use California Assessment Student Performance and Progress (CAASPP) and Interim Assessment Blocks (IAB). At the local level we use Benchmarks/Adelante for English Language Arts/Spanish Language Arts, Fountas and Pinnell assessment for reading in Kindergarten to second grades, Basic Phonics Skills Test (BPST) for grades K-2, and Accelerated Reader for grades 2-6. In mathematics, we use the Math Expressions curriculum and in sixth grade we use Go Math. In K-2 the district provides math benchmarks based on our textbook.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

All assessments are used to provide data so that educators can analyze, look for trends and patterns to modify instruction.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All staff meet the minimum requirement of highly qualified staff as all possess a minimum of CLAD credentials with all our Dual Language Immersion teachers holding a BCLAD credential.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers have SBE adopted instructional materials per our Fall Williams Site visit. With our most current adoption in mathematics teachers were trained on different facets of the curriculum.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Our current staff development focus is on math work shop strategies. These strategies focus on student constructed responses, diagramming, and student to student discussions where they explain their thinking. In the regards to reading language arts our focus is on the reading strategies book by Servallo. Teachers over the year teach a minimum of four strategies. During grade level meetings teachers look at student work for trends and deficits for correction. We also are integrating writing into the reading.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

For both curricular areas, we use district TOSAs for their content expertise and lesson planning guidance.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

At Schafer Park teachers collaborate in grade level teams, TK-2/3-6 grade level spans, and Dual Language Immersion program. Grade levels meet on weekly basis, grade level spans once a trimester, and DLI once a month.

## Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Our common core standards based textbook for math is Math Expressions for Kindergarten to fifth grade and in 6th grade we use Go Math! Our standards based textbook in English/Spanish language arts is Benchmark/Adelante. In all other subject areas we have unit maps based on common core standards. The units maps provide timelines and links to materials.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

All teachers adhere to recommended instructional minutes in both reading/language arts and mathematics.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Curriculum unit maps provide pacing schedules to ensure all units are taught. Teachers have flexibility in their schedules to provide intervention time in both subject areas.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Textbooks are provided to all students. Only mathematics and reading language arts are common core aligned. Non-common core aligned textbooks are still used as a resource and linked for content value.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All SBE adopted materials provide intervention materials as well as differentiated instruction assistance.

## **Opportunity and Equal Educational Access**

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Our regular program consist of standards based lessons from district unit maps, curricular pacing guides, and standards based curriculum that should reach 80% of our students. Our online intervention programs will address the needs of all students, but in particular highlight the growth or lack there of our most under-performing sub groups. With this data our Response to Intervention committee creates individual plans for students who are not demonstrating growth. Some of these students will join our Tier 2 interventions for anticipated growth. Still if no growth is seen, then we have an SST where we look for further interventions.

Evidence-based educational practices to raise student achievement

As a school we practice Cycles of Inquiry (COI) in mathematics and reading language arts. These cycles allow teachers to look at data and based on it modify teaching as well as assess.

## **Parental Engagement**

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

We firmly believe that the more parents participate in the education of their children, the better the student achievement. We encourage volunteering and provide translators during parent conferences. We also provide workshops and family academic nights to strengthen parents ability to work with their children on content at home. The Hayward Unified School District offers a variety of parenting classes and workshops through the Parent University.



Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parents are involved in creating goals for this plan, analyzing student achievement data, volunteer in the classroom, chaperone for field trips, participate in school-wide events, participate in several school committees, and attend parent meetings.

## Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

All services provided by the funding go towards giving students additional opportunities to strengthen their academic outcomes. These opportunities can come from attending intervention/acceleration classes, using our online intervention programs, and working with personnel who provide small group instruction. Some funds also go towards teacher professional development so that they can improve or amplify their skill set.

Fiscal support (EPC)

Most our funding for the objectives in this plan come from Title 1 and Supplemental and Concentration sources. We also use some discretionary funds to meet the goals set out in this plan.

# Stakeholder Involvement

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

## 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 in 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.

## 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. Our current during the day school interventions focus on our first and second grade students in English Language Arts (ELA) and Spanish Language Arts (SLA). We have no person to person or small group interventions for students in grades 3-6 in the area English Language Arts or Spanish Language Arts. Another inequity is the lack of interventions in Spanish Language Arts for our English Only students on their journey towards Spanish language acquisition.

In the area of mathematics, over the last year and half we have established a Saturday Math Academy for our 3rd-6th grade students. Students work in small groups with volunteer tutors based on their deficiencies. Unfortunately, we do not provide person to person interventions in math for our TK-2nd grade students.

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 2022-2023 school year we plan on using the Sanford Harmony program to address our students' social-emotional needs with common structures and language. Many neighboring school districts provide students with enrichment opportunities such as clubs, unfortunately these clubs are not available to our students at this time.

Another resource inequity is the lack of access to sufficient internet services or devices such as Chromebooks, tablets, 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 during the day and after school acceleration/intervention classes.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	128	125	106
Grade 1	110	106	95
Grade 2	110	106	102
Grade3	110	105	110
Grade 4	113	117	104
Grade 5	119	116	109
Grade 6	88	111	116
<b>Total Enrollment</b>	<b>778</b>	<b>786</b>	<b>742</b>

### Conclusions based on this data:

1. 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. We will monitor attendance for the 21-22 to look for inequities brought upon by the pandemic.
2. African-American, Asian, and Filipino populations have increased.
3. Pacific Islander and White populations have decreased.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	293	281	281	37.7%	35.8%	37.9%
Fluent English Proficient (FEP)	236	232	164	30.3%	29.5%	22.1%
Reclassified Fluent English Proficient (RFEP)	90	49	1	26.8%	16.7%	0.4%

### Conclusions based on this data:

1. The percent of ELs over the last 3 years has decreased from 336 to 281 ELs. In 16-17, the school was almost 1/2 EL and now is just over 1/3.
2. The percent of both FEP and RFEP have increased over these 3 school years. FEP increased from 25% to 30% and RFEP has increased from 16% to 26%.
3. Although there are still more ELs than FEP or RFEP, the trend is towards improvement as more ELs are becoming RFEPs.

# 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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	108	108	108	105	108	0	105	108	0	97.2	100	0.0
Grade 4	119	111	104	117	111	0	117	111	0	98.3	100	0.0
Grade 5	95	122	109	94	121	0	94	121	0	98.9	99.2	0.0
Grade 6	108	88	116	108	85	0	108	85	0	100	96.6	0.0
All Grades	430	429	437	424	425	0	424	425	0	98.6	99.1	0.0

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

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2399.	2418.		14.29	22.22		22.86	21.30		28.57	32.41		34.29	24.07	
Grade 4	2451.	2446.		17.95	17.12		23.93	26.13		27.35	18.02		30.77	38.74	
Grade 5	2477.	2501.		14.89	14.88		24.47	33.06		28.72	30.58		31.91	21.49	
Grade 6	2503.	2526.		8.33	16.47		36.11	35.29		25.00	22.35		30.56	25.88	
All Grades	N/A	N/A	N/A	13.92	17.65		26.89	28.71		27.36	26.12		31.84	27.53	

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	12.38	15.74		40.95	49.07		46.67	35.19	
Grade 4	17.09	18.02		52.14	40.54		30.77	41.44	
Grade 5	13.83	17.36		47.87	55.37		38.30	27.27	
Grade 6	13.89	24.71		46.30	43.53		39.81	31.76	
All Grades	14.39	18.59		46.93	47.53		38.68	33.88	

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	16.35	18.52		50.96	59.26		32.69	22.22	
Grade 4	18.97	18.02		51.72	55.86		29.31	26.13	
Grade 5	20.21	28.10		44.68	57.85		35.11	14.05	
Grade 6	16.67	22.35		51.85	52.94		31.48	24.71	
All Grades	18.01	21.88		50.00	56.71		31.99	21.41	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	18.10	11.11		57.14	64.81		24.76	24.07	
Grade 4	8.55	11.71		74.36	63.96		17.09	24.32	
Grade 5	11.70	12.40		63.83	61.98		24.47	25.62	
Grade 6	12.04	12.94		62.96	69.41		25.00	17.65	
All Grades	12.50	12.00		64.86	64.71		22.64	23.29	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	19.05	25.00		47.62	52.78		33.33	22.22	
Grade 4	18.80	14.41		61.54	54.05		19.66	31.53	
Grade 5	25.53	22.31		46.81	57.02		27.66	20.66	
Grade 6	23.15	25.88		49.07	50.59		27.78	23.53	
All Grades	21.46	21.65		51.65	53.88		26.89	24.47	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. According to the data the two areas of need are within the areas of Listening and Research/Inquiry. While we demonstrated growth in these two claims as you will see the growth was not as robust as expected. In the claim of Listening the percentage of students who scored above standard went from 7.05% in 2016-17 to 12% in 2018-19, less than 5% growth. The percentage of students who scored at or near standard grew by 8.79%. In the claim of Listening best growth was seen in the percentage of students who scored below standard. Over three years we

decreased by 13.74%. 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, the best growth was seen in the decrease in the percent of students who scored below standard, we went from 41.56% in 2016-17 to 24.47% of students in 2018-19 which is a decrease of 17.09%. In the percentage of students that scored at or near standard we increased by 9.04% in the past three years. Finally, we grew by 8.05% in the percentage of students who scored above standard over the past three years. To further improve in this area we will need to put an emphasis on how students analyze text and present information in their writing and oral presentations.

2. The claim in which we saw the most growth was in reading: demonstrating understanding of literary and non-fictional texts. Over three years the percentage of students scoring above standard increased by 9.27% and the percentage of students at or near standard increased by 7.48%. The percentage of students scoring below standard fell by 16.75%. As a school, we have worked on implementing Servallo's reading strategies that have helped in giving students several methods to analyze a wide variety of text as well as develop their writing analyzing the text.

The claim that has improved the most overall is writing. While the percentage increase in the number of students that scored above standard was only 7.83% over three years, but now stands at 21.18% overall. Where we saw the biggest improvement was in the decrease of the number of students scoring below standard over three years, 18.94%. As per the last CAASPP we have a total of 22.12% of all students scoring below standard.

3. In regards to our overall achievement in English Language Arts over the past three years we improved by 18.16% more students scoring at or above standard for a total of 46.12%. Our 6th grade students scored the highest, breaking the 50% mark, at 50.58% at or above standard. All other grade levels scored above the 40th in the percentage of students scoring at or above standard. 4th grade had the highest percentage of students scoring not at standard with 38.74% Over a quarter of our students overall are scoring at standards not met, 27.76% To improve we need to offer ELA interventions for our students who are scoring not at standard and standards nearly met so that we can decrease the total number of students in those areas. A focus on building groups based on claims achievement will remedy student outcomes.

# 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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	108	108	108	106	108	0	106	108	0	98.1	100	0.0
Grade 4	119	111	104	117	111	0	117	111	0	98.3	100	0.0
Grade 5	95	122	109	95	122	0	95	122	0	100	100	0.0
Grade 6	108	88	116	107	88	0	107	88	0	99.1	100	0.0
All Grades	430	429	437	425	429	0	425	429	0	98.8	100	0.0

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

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2402.	2427.		7.55	14.81		25.47	32.41		28.30	26.85		38.68	25.93	
Grade 4	2448.	2446.		9.40	12.61		22.22	21.62		39.32	34.23		29.06	31.53	
Grade 5	2481.	2470.		12.63	10.66		21.05	12.30		28.42	41.80		37.89	35.25	
Grade 6	2481.	2497.		9.35	12.50		17.76	23.86		33.64	27.27		39.25	36.36	
All Grades	N/A	N/A	N/A	9.65	12.59		21.65	22.14		32.71	33.10		36.00	32.17	

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	21.15	28.70		29.81	39.81		49.04	31.48	
Grade 4	12.82	15.32		41.88	36.04		45.30	48.65	
Grade 5	23.16	14.05		26.32	31.40		50.53	54.55	
Grade 6	16.82	18.18		31.78	36.36		51.40	45.45	
All Grades	18.20	18.93		32.86	35.75		48.94	45.33	

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.



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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	19.05	25.93		41.90	44.44		39.05	29.63	
Grade 4	11.11	17.12		51.28	40.54		37.61	42.34	
Grade 5	15.79	13.11		47.37	45.90		36.84	40.98	
Grade 6	10.28	13.64		42.06	43.18		47.66	43.18	
All Grades	13.92	17.48		45.75	43.59		40.33	38.93	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	15.38	26.85		50.96	46.30		33.65	26.85	
Grade 4	15.38	18.92		42.74	42.34		41.88	38.74	
Grade 5	14.74	9.92		44.21	47.93		41.05	42.15	
Grade 6	9.35	12.50		44.86	46.59		45.79	40.91	
All Grades	13.71	17.06		45.63	45.79		40.66	37.15	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. In the area of mathematics we have seen an overall growth in the past three years. We've seen an increase of 13.57% of our students scoring above or at standard. We decreased the number of students scoring at nearly at standard and not at standard by 13.53%
2. In the area of concepts and procedures we have most students scoring below standard at 45.33%. While this is the area of greatest need, we have decreased the percentage of students scoring below standard by 11.35% in three years. For this group of students we need to focus on interventions that concentrate on concepts and procedures. Our continued use of Dream-box, our online math intervention program should help with both concepts and procedures.
3. Communicating reasoning is the area where we had our best outcomes. The percentage of students scoring above standard increased by 7.24% in three years and the percentage of students scoring below standard decreased by 9.2%. Our work on Math Workshop has helped increase student's ability to communicate reasoning and build a constructed response. We will continue with this practice in 2020-21.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	1437.8	1450.7		1449.0	1467.7		1411.5	1411.0		74	62	0
<b>1</b>	1471.4	1471.6	1513.3	1473.0	1483.7	1507.2	1469.2	1458.9	1518.9	65	60	17
<b>2</b>	1510.5	1491.2	1523.7	1524.6	1507.6	1529.2	1495.9	1474.4	1517.6	46	45	12
<b>3</b>	1492.9	1494.9	1513.2	1504.0	1500.4	1531.4	1481.4	1488.9	1494.5	29	22	49
<b>4</b>	1524.9	1518.0	1520.7	1524.9	1522.2	1539.1	1524.4	1513.4	1501.9	53	29	29
<b>5</b>	1538.2	1550.1	1545.7	1550.5	1548.7	1571.2	1525.6	1550.9	1519.7	31	45	21
<b>6</b>	1534.3	1503.3	1531.6	1543.5	1497.8	1548.5	1524.3	1508.3	1514.0	26	24	26
<b>All Grades</b>										324	287	154

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	37.84	27.42		35.14	48.39		21.62	17.74		*	6.45		74	62	
<b>1</b>	43.08	16.67	35.29	44.62	55.00	64.71	*	20.00	0.00	*	8.33	0.00	65	60	17
<b>2</b>	63.04	15.56	33.33	30.43	55.56	50.00	*	24.44	16.67		4.44	0.00	46	45	12
<b>3</b>	*	9.09	26.67	41.38	45.45	57.78	44.83	45.45	13.33	*	0.00	2.22	29	22	45
<b>4</b>	32.08	17.24	17.24	54.72	62.07	62.07	*	13.79	20.69	*	6.90	0.00	53	29	29
<b>5</b>	41.94	40.00	33.33	41.94	42.22	28.57	*	13.33	38.10	*	4.44	0.00	31	45	21
<b>6</b>	*	12.50	8.70	*	41.67	39.13	*	20.83	52.17	*	25.00	0.00	26	24	23
<b>All Grades</b>	38.89	21.60	24.49	39.51	50.52	51.70	17.28	20.56	23.13	4.32	7.32	0.68	324	287	147

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	44.59	41.94		35.14	45.16		17.57	8.06		*	4.84		74	62	
<b>1</b>	63.08	33.33	52.94	24.62	50.00	35.29	*	15.00	11.76	*	1.67	0.00	65	60	17
<b>2</b>	78.26	40.00	66.67	*	48.89	25.00	*	6.67	8.33		4.44	0.00	46	45	12
<b>3</b>	41.38	27.27	68.89	55.17	63.64	26.67		9.09	4.44	*	0.00	0.00	29	22	45
<b>4</b>	64.15	55.17	79.31	32.08	37.93	20.69	*	6.90	0.00		0.00	0.00	53	29	29
<b>5</b>	64.52	60.00	61.90	*	31.11	33.33		6.67	4.76	*	2.22	0.00	31	45	21
<b>6</b>	53.85	37.50	39.13	*	25.00	56.52	*	25.00	4.35		12.50	0.00	26	24	23
<b>All Grades</b>	58.64	42.51	63.27	31.17	43.55	31.97	7.72	10.45	4.76	*	3.48	0.00	324	287	147

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	28.38	16.13		18.92	29.03		41.89	45.16		*	9.68		74	62	
<b>1</b>	44.62	8.33	17.65	32.31	40.00	82.35	*	36.67	0.00	*	15.00	0.00	65	60	17
<b>2</b>	45.65	8.89	16.67	30.43	35.56	66.67	*	37.78	16.67	*	17.78	0.00	46	45	12
<b>3</b>		0.00	2.22	*	22.73	24.44	51.72	59.09	60.00	37.93	18.18	13.33	29	22	45
<b>4</b>	*	3.45	6.90	56.60	48.28	20.69	22.64	37.93	41.38	*	10.34	31.03	53	29	29
<b>5</b>	*	15.56	9.52	45.16	28.89	19.05	*	48.89	33.33	*	6.67	38.10	31	45	21
<b>6</b>	*	4.17	4.35	*	12.50	0.00	*	33.33	60.87	46.15	50.00	34.78	26	24	23
<b>All Grades</b>	26.54	9.76	7.48	30.56	32.40	29.25	26.54	42.16	42.18	16.36	15.68	21.09	324	287	147

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	66.22	20.97		29.73	72.58		*	6.45		74	62	
<b>1</b>	75.38	46.67	64.71	18.46	51.67	35.29	*	1.67	0.00	65	60	17
<b>2</b>	63.04	33.33	41.67	36.96	62.22	58.33		4.44	0.00	46	45	12
<b>3</b>	*	4.55	22.73	82.76	68.18	65.91	*	27.27	11.36	29	22	44
<b>4</b>	33.96	24.14	32.14	62.26	55.17	60.71	*	20.69	7.14	53	29	28
<b>5</b>	38.71	13.33	23.81	61.29	75.56	61.90		11.11	14.29	31	45	21
<b>6</b>	*	0.00	9.09	42.31	58.33	68.18	*	41.67	22.73	26	24	22
<b>All Grades</b>	51.85	24.39	29.17	42.59	63.76	60.42	5.56	11.85	10.42	324	287	144

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	32.43	74.19		59.46	22.58		*	3.23		74	62	
<b>1</b>	56.92	43.33	100.00	35.38	55.00	0.00	*	1.67	0.00	65	60	3
<b>2</b>	95.65	60.00	90.00	*	35.56	10.00		4.44	0.00	46	45	10
<b>3</b>	96.55	86.36	100.00		13.64	0.00	*	0.00	0.00	29	22	45
<b>4</b>	98.11	89.66	93.10	*	10.34	6.90		0.00	0.00	53	29	29
<b>5</b>	90.32	93.33	100.00	*	4.44	0.00	*	2.22	0.00	31	45	21
<b>6</b>	84.62	62.50	100.00	*	25.00	0.00		12.50	0.00	26	24	21
<b>All Grades</b>	72.53	70.03	97.67	23.15	26.83	2.33	4.32	3.14	0.00	324	287	129

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	20.27	1.61		74.32	90.32		*	8.06		74	62	
<b>1</b>	55.38	23.33	23.53	29.23	58.33	76.47	*	18.33	0.00	65	60	17
<b>2</b>	54.35	8.89	33.33	28.26	73.33	66.67	*	17.78	0.00	46	45	12
<b>3</b>		0.00	4.44	37.93	59.09	73.33	62.07	40.91	22.22	29	22	45
<b>4</b>	*	0.00	7.69	71.70	65.52	50.00	20.75	34.48	42.31	53	29	26
<b>5</b>	*	17.78	9.52	67.74	71.11	52.38	*	11.11	38.10	31	45	21
<b>6</b>	*	4.17	4.35	*	29.17	30.43	69.23	66.67	65.22	26	24	23
<b>All Grades</b>	27.16	9.76	10.42	50.00	67.94	59.03	22.84	22.30	30.56	324	287	144

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	40.54	50.00		44.59	37.10		14.86	12.90		74	62	
<b>1</b>	29.23	15.00	29.41	58.46	70.00	70.59	*	15.00	0.00	65	60	17
<b>2</b>	36.96	8.89	40.00	56.52	75.56	60.00	*	15.56	0.00	46	45	10
<b>3</b>	*	13.64	11.11	62.07	81.82	73.33	*	4.55	15.56	29	22	45
<b>4</b>	47.17	27.59	6.90	47.17	65.52	68.97	*	6.90	24.14	53	29	29
<b>5</b>	38.71	40.00	14.29	48.39	53.33	61.90	*	6.67	23.81	31	45	21
<b>6</b>	*	25.00	9.09	92.31	45.83	81.82	*	29.17	9.09	26	24	22
<b>All Grades</b>	33.64	27.53	14.58	55.25	59.58	70.83	11.11	12.89	14.58	324	287	144

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. On the ELPAC we saw decreases in students scoring at Level 4 across all areas and grade levels which means that fewer students were eligible for reclassification. The percent of students scoring at a Level 4 Overall decreased significantly from 38% to 21%. In 20-21 we saw less students being tested due to the fact that testing was done via the Zoom platform.
2. There were increases in the number of students scoring at Levels 1-3 making significantly fewer students eligible for reclassification. We have seen an increase in newcomer students, many of which had no structured education prior to arriving at Schafer Park. We will need to focus and strengthen our instruction at levels 1 and 2 so that when students get to level 3 it is not a monumental jump for them.

3. In 17-18, 78% of our EL students scored at Levels 3 or 4 overall and the number was fairly evenly split between Levels 3 and 4. In 18-19, 71% of EL students scored at Levels 3 or 4 but the vast majority of that group (50% compared to 21%) scored at level 3. Our school should look closely at how we can target this large group of EL students at Level 3.

# School and Student Performance Data

## Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>
<b>742</b>	<b>68.2</b>	<b>37.9</b>	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
<b>English Learners</b>	281	37.9
<b>Foster Youth</b>		
<b>Homeless</b>	18	2.4
<b>Socioeconomically Disadvantaged</b>	506	68.2
<b>Students with Disabilities</b>	83	11.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
<b>African American</b>	42	5.7
<b>American Indian or Alaska Native</b>	2	0.3
<b>Asian</b>	43	5.8
<b>Filipino</b>	33	4.4
<b>Hispanic</b>	579	78.0
<b>Two or More Races</b>	16	2.2
<b>Native Hawaiian or Pacific Islander</b>	13	1.8
<b>White</b>	12	1.6

### Conclusions based on this data:

- Over 80% of our student population is Hispanic/Latino and we have no American Indians. The next two largest race/ethnicity groups are Asian at 5.9% and African American at 4.4%.

2. In regards to student groups, our largest is Socioeconomically Disadvantaged with 75.7%, followed by English Learners with 37.7%, and Students with Disabilities at 10.3%.
3. With the popularity of Dual Language Immersion program we've seen an increase in school population as well as that of some of our race/ethnicity sub-groups.







# School and Student Performance Data

## Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Yellow	<b>Chronic Absenteeism</b>  Yellow	<b>Suspension Rate</b>  Yellow
<b>Mathematics</b>  Yellow		

#### Conclusions based on this data:

1. According to the 2019 Fall Dashboard we are at yellow in all indicators.
2. Academically, in English Language Arts and Mathematics we are scoring within the yellow range, but in ELA we are much closer making it to standard.
3. In the area of Academic Engagement, our Chronic Absenteeism is at yellow. Conditions & Climate: Our suspension rate is at yellow. We believe that we will see increases in both areas this year as our chronic absenteeism and suspension rate have both decreased.

# School and Student Performance Data

## Academic Performance English Language Arts

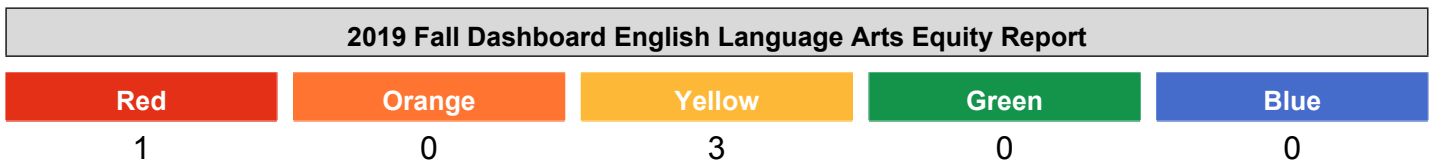
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> Yellow 10.8 points below standard Increased ++11.3 points 417	<p><b>English Learners</b></p> Yellow 17 points below standard Increased Significantly ++10.1 points 257	<p><b>Foster Youth</b></p> No Performance Color 0 Students
<p><b>Homeless</b></p> No Performance Color 62.1 points below standard Declined -10.6 points 23	<p><b>Socioeconomically Disadvantaged</b></p> Yellow 15 points below standard Increased ++8.1 points 339	<p><b>Students with Disabilities</b></p> Red 107.6 points below standard Maintained ++1.8 points 60

## 2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 39.3 points below standard Increased Significantly ++20.2 points 16	 No Performance Color 0 Students	 No Performance Color 33.9 points above standard Increased ++9.5 points 22	 No Performance Color 34.3 points above standard Increased ++6.6 points 15
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 13.9 points below standard Increased ++13.7 points 339	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	 No Performance Color 11.5 points below standard Maintained -2.9 points 12	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

## 2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
70 points below standard Increased Significantly ++16.5 points 114	25.3 points above standard Increased ++10.9 points 143	23.9 points below standard Declined -8.8 points 115

### Conclusions based on this data:

1. Within our four major sub-groups all but one scored yellow. Special education is the only sub-group in red. All our major sub-groups: Hispanic/Latino and Socioeconomically disadvantaged and ELs scored with 20 points of standard.
2. In regards to the performance of our racial/ethnicity sub-groups, most of them scored within forty points of standard. We had two groups that scored above standard: Asian and Filipino. Our African American students increased by over twenty points. Hispanic/Latino students increased by 13.9 points. The only racial/ethnic group that decreased was our Pacific Islander group, which decreased by 2.9 points. Our current use of Lexia as our school wide English Language Arts intervention program is keeping us on track.
3. Our English learners also improved on the English Language Arts section of the CAASPP. Our current English Learners increased by 16.5 points and are 70 points below standard. Reclassified English learners increased by 10.9 points and are 25.3 points above standard. English only students declined by 8.8 points and are 23.9 points below standard. Homeless students were at 62.1 points below standard and fell by an additional 10.6 points. Students with disabilities are 107.6 points from standard.

# School and Student Performance Data

## Academic Performance Mathematics

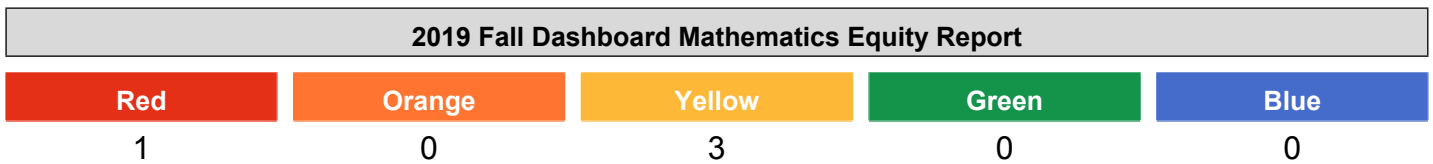
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:










This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> Yellow 37.9 points below standard Increased ++5 points 417	<p><b>English Learners</b></p> Yellow 43.3 points below standard Increased ++9.7 points 257	<p><b>Foster Youth</b></p>
<p><b>Homeless</b></p> No Performance Color 87.8 points below standard Declined -10.8 points 23	<p><b>Socioeconomically Disadvantaged</b></p> Yellow 42.4 points below standard Increased ++5.6 points 339	<p><b>Students with Disabilities</b></p> Red 147.5 points below standard Declined -10.1 points 60

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 80.7 points below standard Increased Significantly ++31.4 points 16		 No Performance Color 15.1 points above standard Increased Significantly ++22.6 points 22	 No Performance Color 5.5 points above standard Declined -4.5 points 15
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 40.9 points below standard Increased ++4.2 points 339	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	 No Performance Color 57.8 points below standard Declined Significantly -34.1 points 12	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
94.5 points below standard Maintained -2.6 points 114	2.5 points below standard Increased ++11.9 points 143	48.2 points below standard Maintained -2.3 points 115

#### Conclusions based on this data:

- Three of our major sub-groups Hispanic/Latino, English Learner, and Socioeconomically Disadvantaged groups scored within the yellow category of the dashboard. All three groups saw an increase in points overall.
- In regards to race/ethnicity groups outcomes, many groups saw increases. Our African American students increased significantly by 31.4 points, Hispanic/Latino students increased by 4.2 points and our Asian students increased by 22.6 points. Unfortunately, our Filipino students decreased by 4.5 points and our Pacific Islanders decreased by 34.1 points. This indicates that our current mathematics intervention programs must focus on supporting our Filipino and Pacific Islander students.
- Mathematics outcomes of our English Language Learners were mixed. For example, our reclassified EL students increased by 11.9 points and are performing 2.5 points above standard. Our current EL students maintained their points with a -2.6 points, but are performing at 94.5 points below standard. Our English only students maintained their points with -2.3, but are performing 48.2 points below standard. Our current EL and English only students will need to participate in our math intervention programs at greater numbers. With the addition of Dreambox as our online math intervention program we should see growth by all students.

# School and Student Performance Data

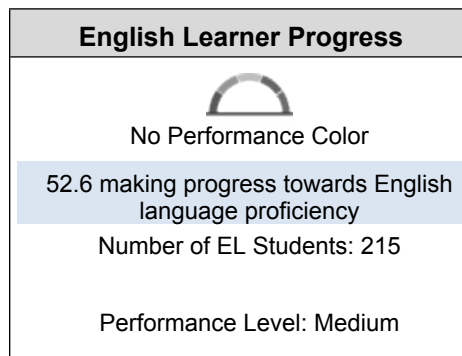
## Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

### 2019 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.

### 2019 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
20.4	26.9	2.7	49.7

#### Conclusions based on this data:

1. 50% of the English Learners made one level growth.
2. 30% of the English Learners maintained their level.
3. 20% of the English Learners decreased by one level. We should analyze this data more deeply to look for trends by grade level or program to see where/what groups are continuing to experience challenges with English Acquisition.

# School and Student Performance Data

## Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

<b>Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

**Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students**

Student Group	Cohort Totals	Cohort Percent
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

**International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort**

Student Group	Cohort Totals	Cohort Percent
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.



<b>Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

<b>Completed a-g Requirements – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

<b>Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

<b>Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses</b>		
<b>Student Group</b>	<b>Number of Students</b>	<b>Percent of Students</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Completed College Credit Courses – Number and Percentage of All Student  
Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses**

Student Group	Number of Students	Percent of Students
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Earned the State Seal of Biliteracy – Number and Percentage of All Students**

Student Group	Cohort Totals	Cohort Percent
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

**Conclusions based on this data:**

**1.**

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

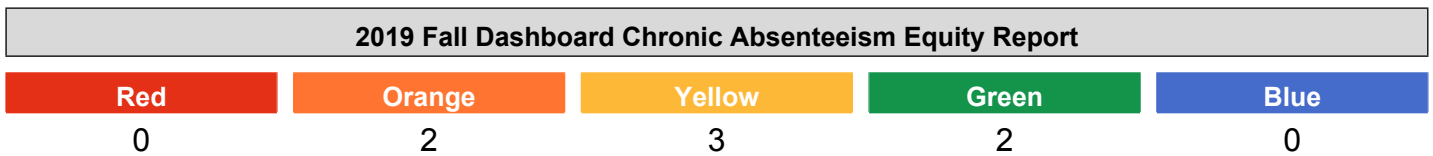
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p> <p>Yellow</p> <p>10.2</p> <p>Declined -1.8</p> <p>803</p>	<p><b>English Learners</b></p> <p>Green</p> <p>9</p> <p>Declined -1.5</p> <p>366</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
<p><b>Homeless</b></p> <p>Orange</p> <p>27.3</p> <p>Declined -2</p> <p>33</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Yellow</p> <p>11.2</p> <p>Declined -1.8</p> <p>615</p>	<p><b>Students with Disabilities</b></p> <p>Yellow</p> <p>15.8</p> <p>Declined -3</p> <p>95</p>

**2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Orange	 No Performance Color	 Green	 No Performance Color
34.2	Less than 11 Students - Data Not Displayed for Privacy	6.3	3.7
Declined -12.7	2	Declined -8	Maintained +0.1
38		48	27
Hispanic	Two or More Races	Pacific Islander	White
 Yellow	 No Performance Color	 No Performance Color	 No Performance Color
9.2	5.9	9.5	27.3
Maintained -0.2	Declined -15.2	Declined -10.5	Increased +1
639	17	21	11

**Conclusions based on this data:**

1. The following subgroups demonstrated the strongest improvement in attendance: African-American, Asian, Pacific Islander and Two or More Races. Although there was improvement in attendance for African-American students, they continue to have the highest rate of chronic absenteeism. We should look at what has been supporting the improved attendance of our African-American students and decide what can be done to make continued improvements.
2. The subgroups with increased chronic absenteeism were White at +1 and Filipino at +.01.
3. Overall, the rate of chronic absenteeism declined by 1.8%.

# School and Student Performance Data

## Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

- 1.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

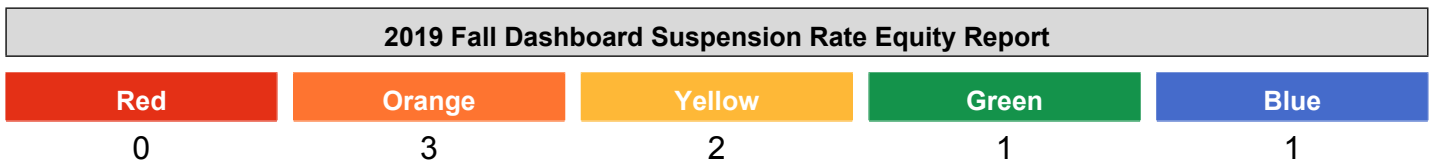
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.











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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Yellow</p> <p>2</p> <p>Maintained -0.1</p> <p>818</p>	<p><b>English Learners</b></p> <p>Green</p> <p>1.3</p> <p>Declined -0.3</p> <p>374</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>1</p>
<p><b>Homeless</b></p> <p>Orange</p> <p>2.9</p> <p>Increased +2.9</p> <p>35</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Yellow</p> <p>2.2</p> <p>Maintained -0.2</p> <p>625</p>	<p><b>Students with Disabilities</b></p> <p>Orange</p> <p>6.3</p> <p>Declined -0.5</p> <p>96</p>



### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 10.5 Declined -1.2 38	 No Performance Color Less than 11 Students - Data 2	 Blue 0 Maintained 0 48	 No Performance Color 0 Maintained 0 27
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 1.7 Maintained 0 652	 No Performance Color 5.9 Increased +5.9 17	 No Performance Color 0 Maintained 0 22	 No Performance Color 0 Declined -10.5 12

This section provides a view of the percentage of students who were suspended.

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	2	2

**Conclusions based on this data:**

1. There were declines in the percent of students suspended from the following groups: African-American, English Learner, Students with Disabilities and White. Although there were declines in suspensions of African-American students and Students with Disabilities, these two groups still have higher rates of suspension and are in the "orange" category.
2. There were increases in the percent of students suspended from the following groups: Homeless and Two or More Races
3. Overall the suspension data maintained at 2%. We need to continue to decrease suspensions particularly for African-American students and Students with Disabilities. Also, we need to decrease the suspension of students of Two or More Races, the group that saw the largest increase.

# 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 Arts

## LEA/LCAP Goal

Increasing student achievement, implementation of state standards, and course access.

## Goal 1

All students will engage in Deeper Learning activities as part of their regular Language Arts instruction during the 22-23 school year. Deeper Learning in Language Arts will be reflected in growth of 2 points towards standard in ELA, as measured on the California Dashboard, by Spring 2023

## Identified Need

At the beginning of the 2022-23 school year, we will analyze the most recent ELA/SLA scores (INSPECT, BPST, Fountas and Pinnel, AR, Lexia, and CAASPP) to establish baseline academic levels for all students post pandemic. We will use this data to plan instruction and intervention during the 2022-23 school year.

### Common Core Assessments

The CCSS demand that students show what they have learned in more authentic ways than multiple choice tests. The Common Core assessments provide students opportunities to show their learning in a variety of methods. These assessments include:

- Selected Response: Questions for which there may be more than one answer
- Constructed Response: Questions for which students need to "construct" a response and explain their thinking
- Performance Tasks: Tasks that students perform to demonstrate mastery of various essential standards

### Implementation of Response to Intervention

Using the Cycle of Inquiry (COI) teachers will analyze the data from their grade level formative assessments, local benchmarks, and/or state assessments to address students needs head on. Our RTI Committee meets monthly to provide teachers guidance on class interventions, interpreting data, and make recommendations for Tier 1 & 2 interventions.

During the school day intervention and acceleration groupings will meet the needs of all students. Programs such as Accelerated Reader, Lexia, IXL, and Leveled Literacy Intervention (LLI) will be used to amplify the student experience and give them extended opportunities to learn and master the standards

Some students may require additional learning time which will take place after school during intervention or acceleration classes. Common Core ELA Intervention, Lexia, IXL, Prodigy, LLI, Soluciones (SLA) and guided reading programs are used during extended learning time.

We will continue to use the Reading Strategies Book by Jennifer Serravallo. Grade levels focus on three strategies per year. All strategies help develop a critical thinkers around different types of texts as well as how to construct arguments within their writing.

Continued strengthening of our PLC will allow for school-wide collaboration, data analysis, goal setting, and most importantly better student outcomes.

Groups participating in this goal (e.g. students, parents, teachers, administrators):

The focus students for Schafer Park are our significant subgroups: Latina/o, Socioeconomic Disadvantaged, English Language Learners, and students with disabilities. At our school, African-American students are also a focus group. Through the LCAP we will also focus on foster youth. Any students not meeting grade level standards will be our focus. We will particularly focus on students who nearly meet the standard.

Anticipated annual growth for each group:

Based on the analysis of the CAASPP from 2018-19 and the Interim Assessment Blocks (IAB) ELA from 2019-2020, the expected growth for all students is to increase the school wide number of students meeting or exceeding standard by 2% in 2022-23. Growth towards these standards will be measured using multiple assessments (e.g. HUSD Benchmarks-6th grade, Fountas and Pinnell Reading Assessments, grade level formative assessments, CAASPP, and IABs).

We will focus on the following claims in English Language Arts:

- Reading
- Listening

\*Writing

Means of evaluating progress toward this goal:

Teacher professional development on Integrated English Language Development, student engagement strategies, deeper learning strategies, and DOK levels.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP/IAB/BPST/F & P Scores	As of 2019 CAASPP results, 46% of students scored at/above standard.	Students meeting or exceeding standards by 2% in 2022-23

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 TK-6th grade will be served through the RTI model.

Strategy/Activity

Response to Intervention

Task:

Continue the school wide use of the Accelerated Reader Program, STAR Test for students in grades 2-6. Through the Accelerated Reader Program, students in grades 2-6 will read books at their independent reading level, then take tests and receive points. The use of this program will increase students' independent reading levels and comprehension skills.

Lexia Reading Core 5/Power Up provides direct, explicit instruction both online and through teacher-led instructional materials.

- Students work independently to develop reading skills in a structured, sequential manner.
- The three-step instructional branching in every activity adapts to students' performance, providing scaffolding, immediate corrective feedback and direct instruction when needed.

Students will have access to non-fiction articles, books, and magazines to help master reading informational text

We will use all online platforms to assess learning loss from the Pandemic. This data along with data gathered by grade level and district assessments will allow use to pinpoint students with greatest need. The goal is to achieve equitable academic outcomes for all.

Measures:

Accelerated Reader STAR Test Results  
 Classroom Accelerated Reader Reports  
 Accelerated Reader Goals  
 Lexia Diagnostic  
 Lexia Progress Monitoring  
 Lexia Universal Screener

People Assigned:

Reading Intervention Specialist  
 TK-6th Classroom Teachers  
 Principal  
 Assistant Principal  
 SSC (School Site Council)  
 ILT (Instructional Leadership Team)  
 RTI Committee

**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)
11900.00	LCFF Supplemental and Concentration Funds Software Licensing-Lexia and Power Up
3714.00	Title I: Schoolwide Program Software Licensing- AR
537.00	Title I: Schoolwide Program

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

All student outcomes will improve through teacher release time and our continued work on Cycles of Inquiry.

### Strategy/Activity

Common Core State Standards Implementation

#### Task:

Provide professional development and learning opportunities to support the implementation of the Data Dialogues/Cycle of Inquiry based on the analysis of student data. Possible opportunities to be released to develop and plan Lesson Study/Backwards Design Planning.

The Reading Intervention Specialist will have an opportunity to improve skill sets by attending a conference. Grade levels will meet once a trimester for Data Talks and update their Data Boards.

Teachers will be able to go to ELA/SLA conferences to improve their skills sets.

#### Measures:

Classroom Walkthroughs

Lesson Observations

Site Assessments

Student Data

Illuminate Reports

HUSD ELA Benchmarks

Improved percentage of students scoring at or exceeding the standard on the CAASPP

Conference attendees will share knowledge at school professional development meetings or at staff meetings

Data Boards

#### People Assigned:

Principal

SIP Assistant

Assistant Principal

Teachers

Reading Specialist

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

## Strategy/Activity 3

### Students to be Served by this Strategy/Activity

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

Students in 1st and 2nd grades from all racial/ethnic and major subgroups will benefit from intervention.

### Strategy/Activity

#### Task:

Schafer Park will service all identified 1st and 2nd grade students for its Reading and Language Arts Intensive Intervention Program (LLI) to be implemented by the Reading Intervention Specialist. Intervention groups will be established during and after school. Resources and materials will be purchased and provided for students who are not at standard. Printing of the Reading Strategies readers for grades 2-6 and other language arts materials for all other grades.

Schafer Park will service all identified students for Spanish Reading and Language Arts Intervention program to be implemented by our ELL Specialist. These interventions will take place during the school day.

We will provide after school interventions for students who are not at standard or nearly at standard for 2020-2021 school year.

#### Measures:

Illuminate Data  
Intervention/Acceleration Pre and Post Tests  
HUSD Benchmarks  
BPST III (Basic Phonic Skills Test)  
Spelling Inventory  
HUSD CCSS Writing  
CAASPP  
Interim Assessment Blocks (IAB)  
Leveled Literacy Intervention Assessments  
Fountas and Pinnell Reading Assessments  
Lexia assessments  
AR STAR Test

#### People Assigned:

Principal  
Reading Intervention Specialist  
Teachers  
Instructional Leadership Team  
Assistant Principal  
Bilingual Paraeducator  
ELL Specialist

### **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)
84919.32	Title I: Schoolwide Program .60 FTE Reading Intervention Specialist w/salary and benefits
2000.00	Title I: Schoolwide Program Teacher Hourly with benefits for after school intervention

## Annual Review

### SPSA Year Reviewed: 2021-22

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

- Leveled Language Intervention (LLI) for students in grades 1 and 2
- Over 80% of students showed growth towards grade level standards in ELA/SLA

### 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

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 2022-2023 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

Increasing student achievement, implementation of state standards, and course access.

## Goal 2

All students will engage in Deeper Learning activities as part of their regular mathematics instruction during the 22-23 school year. Deeper Learning in Mathematics will be reflected in growth of 2 points toward standard in Math, as measured on the California Dashboard, by Spring 2023.

## Identified Need

At the beginning of the 2022-23 school year, we will analyze the most recent math scores (INSPECT, Dreambox) to establish baseline academic levels for all students post pandemic. We will use this data to plan instruction and intervention during the 2021-22 school year.

All students will master the Common Core standards in Math or demonstrate growth towards mastery.

What data did you use to form this goal (findings from data analysis)?

We used our initial California Assessment of Student Performance and Progress (CAASPP) 2018 data to develop this goal.

We focused on the following subgroups:

- Hispanic/Latina/o
- African-American
- English Language Learner
- Students with Disabilities
- Socio-Economically Disadvantaged

Our focus on these subgroups is due to their performance on the initial CAASPP in 2015. We also took into consideration the majority of student population which most tend to fall in one of the four mentioned groups. We also used data from grade level formatives to help us determine this goal.

Group data to be collected to measure gains:

Through the Cycle of Inquiry, teachers will meet regularly to evaluate data, create learning goals, and monitor student progress. Data will be shared periodically with School Site Council, Site Based Decision Making, and English Learners Advisory Committee. Trimester data presentations will take place for all interested community members through the Coffee with the Principal monthly meetings. At every staff meeting data will be analyzed and evaluated.

All data will be entered on Illuminate. The data will also be analyzed by the Instructional Leadership Team.

#### Strategy:

Schafer Park's strategies are based on key components, based on what educators know to be good teaching and learning and best practices from throughout our district

#### Common Core Standards-Based Unit Plans

A well-planned unit of study provides opportunities for teachers to teach several essential standards over a period of time.

When standards-based unit plans guide our work - as opposed to textbooks, scripts, or daily pacing guides - learning experiences are organized to support the kind of thinking and problem-solving expected in the CCSS. These include:

- A few essential standards for each unit
- The "Depth of Knowledge" associated with CCSS
- Backwards planning from what it looks like when students meet the standard to where students are when starting the unit
- A timeline for the unit (e.g. 6 weeks) that bounds the learning time for the unit and still allows for flexibility to meet student needs

#### Common Core Assessments

The CCSS demand that students show what they have learned in more authentic ways than multiple choice tests. The Common Core assessments provide students opportunities to show their learning in a variety of ways. These assessments include:

- Selected Response Questions for which there may be more than one answer
- Constructed Response: Questions for which students need to "construct" a response and explain their thinking
- Performance Tasks. Tasks that students perform to demonstrate mastery of various essential standards

#### Implementation of Response to Intervention

Using the Cycle of Inquiry (COI) teachers will analyze the data from their grade level formative assessments, local benchmarks,

#### Which stakeholders were involved in analyzing data and developing this goal?

There are many stakeholders involved in analyzing data and developing this goal such as our School Site Council (SSC), English Learners Advisory Committee (ELAC), African-American Student Achievement Initiative (AASAI), Parent Teacher Association (PTA), Instructional Leadership Team (ILT), Site

Based Decision Making (SBDM), parents who attend the monthly Coffee with the Principal, teachers, and administrators.

Actions to improve achievement to exit program improvement (if applicable).

Schafer Park's actions to improve achievement so that we can exit Program Improvement are the following:

Our intent is to continue to collaboratively develop a Common Core Instructional Framework (CCIF).

Key principles that guide the development of our Common Core Instructional Framework (CCIF) Include:

- Focusing on depth over breadth

- o Infuse varying levels of Depth of Knowledge within lessons/units.
  - Identifying best practices on which to build our approach
- o integrate ELD strategies
- o Focus what the students will be doing

### Student Academic Engagement Strategies

Continued development of PLCs (Professional Learning Communities) is another action towards exiting program improvement. In 2018-19 school year Schafer Park staff began the work of implementing Math Talks and Math Workshop school wide to improve our student outcomes. Through the Partner Schools Grant grade levels met three times to plan, teach, review student performance data and provide each other feedback on Math Workshop implementation. They also worked with Partner Teachers who guided them through the process of lesson study. The analysis of data will be on going throughout each unit.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Students will show mastery or make progress towards mastery on the CCSS in Mathematics on CAASPP, IABs, and district math benchmarks.	According to our 2019 CAASPP results we had 34.7% of students at/above standard.	Student performance will increase by 2% compared to prior year 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 Students will be focus for this activity.

#### Strategy/Activity

Common Core State Standards Implementation

##### Task:

Teachers will be provided with opportunity to observe model lessons in other classrooms by providing release time with substitutes. Grade level PLCs will develop, plan, and implement lesson study and lesson design which will support this effort.

Schafer Park will continue to refine our Focus Areas: Best instructional Practices, Student Engagement, checking for understanding and Transparency of Standards.

Provide Professional Development and Learning opportunities to support the implementation of the Data Dialogues/Cycle of Inquiry based on the analysis of student data. Possible opportunities to be released to develop and plan Lesson Study/Backwards Design Planning based on student data and the analysis through Data Dialogues/Cycle of Inquiry.

Math Workshop

Instructional materials to assist in student problem solving and communicate reasoning

**Teacher Conferences**

Teachers will have the opportunity to attend conferences to improve their skill set and learn about most recent paradigms related to math instruction.

**Measures:**

These tasks will be measured through classroom walk throughs, lesson observations, site assessments, student data, Dreambox assessments, IXL assessments, Illuminate results, HUSD Math Benchmarks and an improved percentage of students scoring At Standard or Above Standard on the CAASPP

**People Assigned:**

- Principal
- Teachers
- Paraeducator
- Assistant Principal
- Grade Level PLCs

**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)**

2000.00

**Source(s)**

Title I: Schoolwide Program

Teacher Cycle of Inquiry-Math Workshop

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

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

All students in grades TK-6 will have access to our online program in mathematics. Saturday Math Academy will focus on 3rd-6th grade students.

**Strategy/Activity**

Response to Intervention

**Task:**

Students will participate in small group interventions during and after school. Students will be selected for intervention based on the following:

HUSD CCSS Math Benchmarks 1 and 2 (Grades 1-2)

Spring results from CAASPP

Interim Assessment Blocks (IAB)

Grade Level Formative Assessments

Students may participate in a variety of enrichment activities such as:

- Computer Science Coding Classes

- Tech Challenge sponsored by the Tech Museum of San Jose, CA.
- The Village Method method works with our African-American students in grades 3-6 in the area of mathematics, leadership, and art. TVM also works on project based learning with an Anti-Bias/Anti-Racist lens.
- Math Tutor Program, works with students in grades 3-6 in small groups based on math level.

Students will participate in our online math intervention program, Dreambox.

Measures:

MARS Tasks results

Intervention/Acceleration Pre/Post Tests

HUSD CCSS Math Benchmarks 1 and 2

CAASPP Results

IAB Results

Math Workshop Cycle of Inquiry Lessons

The Village Method assessments and participation

Math Tutor participation and progress

Dreambox assessments

People Assigned:

Principal

Teachers

Assistant Principal

Teachers

The Village Method staff

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2000.00	Title I: Schoolwide Program Teacher Hourly w/benefits for after school intervention/acceleration classes
430.20	LCFF Supplemental and Concentration Funds Instructional Materials
569.80	Title I: Schoolwide Program Instructional Materials

## Annual Review

## SPSA Year Reviewed: 2021-22

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.

#### Conferences

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 goes towards math interventions and the rest of the funding will go towards personnel.

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 2022=2023 school year and the expectation of a cycle per trimester by each grade level will remain the same. The only difference for next year is math workshop will be used at least 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

Increasing student achievement, implementation of state standards, and course access.

## Goal 3

Our English Learners (ELs) will thrive by having access to Deeper Learning, where they will feel safe and welcomed as they continue to master English alongside their other content areas.

ELs will increase their performance on the English Language Proficiency Assessment for California (ELPAC), as measured on the EL Progress Indicator on the California Dashboard. ELs making progress toward proficiency will increase by 2%, by Spring 2023.

## Identified Need

What data did you use to form this goal (findings from data analysis)?

2017-18 and 2018-19 ELPAC scores. At the beginning of the 2022-23 school year, we will analyze the most recent ELPAC scores and local data (INSPECT, BPST, Fountas and Pinnel) to establish baseline academic levels of EL students post pandemic. We will use this data to plan instruction and intervention for ELs during the 2022-23 school year.

The data derived from the latest R-30 report, HUSD Writing Benchmarks 1 and 2 Assessments scores in ELA for K-2, Common Core writing tasks scores, ELPAC scores in all four language domains of listening, speaking, reading, writing, and overall scores, report cards, ADEPT receptive and expressive raw scores for EL and R-FEP students.

Group data to be collected to measure gains:

Through the Cycle of Inquiry, teachers will meet regularly to evaluate ELA, Math, EL data, create learning goals, and monitor student progress. Academic and Language proficiency progress will also be monitored during Language Review Team (LRT) meetings for EL students and R-FEP students to ensure that they are also attaining grade level standards. Data will be shared periodically with School Site Council, Site Based Decision Making, and English Learners Advisory Committee. Trimester data presentations will take place for all interested community members through the Coffee with the Principal events.

Strategy:

Teachers will use a variety of instructional strategies to meet the needs of EL students during ELD and

in all academic content

areas. These strategies should include, but are not limited to, scaffolding, SDAIE techniques, Structure Language Routines, differentiation and graphic organizers. In the 2015-16 school year we began implementing Integrated ELD which is designed to use EL strategies in all curricular areas to ensure understanding of the Common Core State Standards for all disciplines.

Teachers will use Common Core State Standards, student academic engagement strategies, and the various Depth of Knowledge (DOK) levels to ensure students are obtaining content knowledge as well as specific language forms and functions. Teachers will also receive professional development on integrated and designated ELD through the district on Benchmark, the new language arts adoption. They will also plan for EL instruction in grade level PLC meetings or through Cycle of Inquiry sub release days.

Teachers will also use a variety of student engagement strategies to encourage student collaboration and develop stronger oral language skills.

Groups participating in this goal (e.g., students, parents, teachers, administrators):

Our focus students will include Newly arrived EL students who have been enrolled less than two years in US, Transitional EL

students who have been enrolled in US schools between three and five years, plus the Long Term EL students enrolled in US

schools for six or more years and have not been reclassified. Our goal is to reclassify 5% more of our long term ELs, but we strive for as many possible before they go to middle school.

Anticipated annual growth for each group:

By Spring 2022, the percentage of English Learners in language instruction making progress towards English language proficiency will increase from 52% to 57% in order to move toward state defined expectations for meeting the English Language Proficiency Assessments for California (ELPAC) criterion for English language proficiency.

Means of evaluating progress toward this goal:

ELPAC will be used to measure the percentage of EL students attaining English proficiency. We will also monitor the CAASPP or INSPECT data for English Learners. We will use ADEPT, IAB, BPST and Fountas and Pinnell assessments to measure growth during the school year.

How does this goal align to your Local Educational Agency Plan goals?:

The LEA plan has the same goal in this subject area.

What did the analysis of the data reveal that led you to this goal?

The data shows that the 50% of students make the yearly progress by moving up one proficiency level per year as mandated by the state of California. 30% maintained their level and 20% decreased. It also shows that 50% of our 215 EL students are scoring at level 3. If students remain at level 3 for more than 2 years, the chance of them becoming Long Term ELs increase by 50%. According to the 2018 ELPAC which now divides scores into 4 categories, level 1 being the lowest and level 4 the highest .

- Overall most of our students scored at level 3.
- 48% of Kindergarten ELs scored at level 3
- 55% of 1st grade ELs scored at level 3
- 56% of 2nd grade ELs scored at level 3



- 45% of 3rd grade ELs scored at level 3
- 62% of 4th grade ELs scored at level 3
- 42% of 5th grade ELs scored at level 3
- 42% of 6th grade ELs scored at level 3
- School wide, students did better on the oral language section of ELPAC than on the written language. 86% scored at level 3 or 4 in oral language but only 42% scored at level 3 or 4 in written language.

In analyzing our 3 year trends, we've increased by more than 5% of students moving up a proficiency level. The number of EL students at Schafer Park has fluctuated during the past decade from 176 students in the 2010-11 school year to nearly 336 in 2018-19 and now down to 215 even though our overall enrollment at the site has continued to increase. Fewer EL students are enrolling each year in our kinder cohorts (more English-only and IFEP students than in previous years) and we have increased our number of RFEPs from 56 to 90.

Which stakeholders were involved in analyzing data and developing this goal?

There are many stakeholders involved in analyzing data and developing this goal such as our School Site Council (SSC), English Learners Advisory Committee (ELAC), Parent Teacher Association (PTA), Instructional Leadership Team (ILT), Site Based Decision Making (SBDM), parents who attend the monthly Coffee with the Principal, teachers, ELL Specialist, and administrators.

Actions to improve achievement to exit program improvement (if applicable).

Site administrators and English Language Learner Specialist will facilitate teacher collaboration meetings in the area of ELD instruction and planning. As part of this process, teachers will analyze data, set specific student language proficiency goals, determine appropriate strategies and lesson delivery, and monitor progress toward those goals through data collection and evaluation.

Teachers will continue to implement Integrated ELD strategies in all the curricular areas.

Staff teaching ELD will be provided release time to create goals, review student data, plan instruction, create assessments, and analyze data to form intervention groups for students who need extra help.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC	In 2018-19 50% of English Learners made at least 1 level of growth on ELPAC.	Increase English Learner making at least 1 level of growth on ELPAC to 55%.

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 English Learners

## Strategy/Activity

Increase English Learner making at least 1 level of growth on ELPAC from 50% to 60%.

### Task:

EL Specialist will coordinate ELAC parent meetings and train parents on HUSD Master Plan requirements and will meet state and federal guidelines requirement for all EL and R-FEP students. EL Specialist will provide support to teachers and parents with EL students. EL Specialist will administer Soluciones Intervention Program. EL Specialist will provide small group intervention to newcomer students. Provide translation for parents during Parent-Teacher Conferences. Provide high interest text at multiple levels for students. Bilingual and Biliterate para educator will provide small group interventions for newcomer students.

### Measures:

EL Specialist will collect agenda, sign in sheet, minutes and training hand-outs, LRT monitoring forms, ADEPT and CAASPP results information for ELL students. The number of conferences translated.

### People Assigned:

ELL Specialist  
Principal  
ELAC committee members  
Teachers  
Assistant Principal  
Translators

## Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

Level 3 students

## Strategy/Activity

Increase the number of reclassified students from 90 students to 95 students and decrease the number of Long Term ELs.

### Task:

Professional Development for teachers and Enrichment Activities that will benefit student learning.

Teachers will have release time to collaborate on ELD lesson plan design tie to the Common Core standards and will collaborate on lesson backward planning for each unit of Systematic ELD focusing on long term EL students.

Include 1st and 2nd ELs at Level 3 on ELPAC in reading intervention with the reading specialist if they are not near grade level on Fountas and Pinnell reading assessment.

Plan a celebration for those students who are reclassified during the 2021-22 school year.

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 use the new English Language Development (ELD) standards aligned to the Common Core standards by providing daily leveled ELD. Teachers will follow the Systematic English Language Development (SELD) program and will collaborate to determine best instructional practices and routines to incorporate in their teaching. They will also use the integrated and designated ELD in Benchmark. Once a year teachers will convene with the ELL Specialist to conduct annual Language Review Team meetings to create goals and plan out steps towards reclassification.

Measures:

Backward planning lessons for ELD units, collaboration minutes, and sample lessons tied to ELD Common Core standards.

Collect staff development sign in sheets, ELD schedules and class rosters with ADEPT results, students' writing samples, and the Spring Summative Assessment for Transitional and Long Term EL students.

ADEPT

Benchmark ELD

SELD unit assessments

ELD schedules

ELD collaboration teachers' minutes

LRT

People Assigned:

Teachers

Principal

ELL Specialist

Reading Specialist

Bilingual Paraeducator

Assistant Principal

### **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)

800.00

LCFF Supplemental and Concentration Funds

Food for Reclassification Celebration

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

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

Long-term ELs and younger ELs at risk of becoming Long-term ELs

#### Strategy/Activity

Decrease the number of Long Term ELs/Prevent students from becoming Long-Term ELs

##### Task:

Provide Long Term ELLs and high performing Intermediate level ELLs acceleration classes after school.

Bilingual paraeducator will push in to provide small group instruction to low performing ELLs.

In K-2, the bilingual paraeducator and EL Specialist will provide Soluciones instruction to below grade level students in their primary language.

A student created bilingual newspaper with current events.

A speech club that will focus on research topics and presentations with the use of technology

##### Measures:

Pre/Post Tests

ADEPT results

HUSD ELA Benchmark

Fountas and Pinnell

ELA CAASPP Scores

AR Reports

##### People Assigned:

ELL Specialist

Teachers

Principal

Assistant Principal

Bilingual Paraeducator

#### 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)

24427.20

Source(s)

LCFF Supplemental and Concentration Funds

.40 FTE Bilingual/Biliterate Paraeducator w/salary and benefits

21373.80

Title I: Schoolwide Program

.35 FTE Bilingual/Biliterate Paraeducator  
w/salary and benefits

## Strategy/Activity 4

### Students to be Served by this Strategy/Activity

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

Spanish learners in the dual immersion program

### Strategy/Activity

Spanish Language Development Intervention

After school intervention focused on providing additional Spanish Language Development support for students learning Spanish in the dual immersion program. The intervention will focus on improving students' expressive language (grammar, vocabulary, etc.) through engaging, thematic lessons.

Cycle of Inquiry for Dual Language Immersion teachers with a focus on implementing culturally and linguistically relevant course materials and pedagogy. Work to improve how all curricular areas are taught within our 50/50 model.

### 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)

5000.00

LCFF Supplemental and Concentration Funds

SLD After School Intervention

139.60

LCFF Supplemental and Concentration Funds

Books

1361.40

Title I: Schoolwide Program

COI Release time

## Annual Review

### SPSA Year Reviewed: 2021-22

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

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 2022-23, 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

School Climate and Equity

## LEA/LCAP Goal

School Climate: HUSD schools will ensure an appropriate and safe climate for all students

The Hayward Unified School District and Schafer Park are committed to establishing and sustaining a community that shares collective responsibility to recognize, interrupt, disrupt, and eliminate inequitable actions, decisions, and outcomes, especially those that result from and perpetuate racism. The Governing Board of the Hayward Unified School District rejects all forms of racism as destructive to the District's mission, vision, and core value of equity.

## Goal 4

A 21st Century School Climate

- Staff, students, and community will create environments where:
- Each student's cultural/linguistic identity is respected
- Self-esteem, self-motivation, and learner autonomy are developed
- Social skills and competency are modeled and practiced
- Interactions and instruction are intentionally planned and structured to develop a sense of community, self-determination, trust, and democracy

All of our students will have access to culturally and linguistically relevant and responsive course materials and pedagogy, as part of an ongoing effort to provide our teachers and staff with the latest professional development opportunities.

Students in our focus populations (African American, Latina/o, English Learners, and Students with Disabilities) will increase their CAASPP scores in ELA and Mathematics by an additional 2 points toward standard versus the overall school population, by Spring 2023.

The number of disciplinary referrals will decrease by 5%, the number of in-house suspensions will decrease by 5%, and the number of suspensions will decrease by 5%.

The number of parent volunteers will increase by 5% and number of parents participating in school events/meetings will increase by 5%.

Increase by 10% the number of students reporting feeling safe and reporting a caring relationship with an adult at school

## Identified Need

What data did you use to form this goal (findings from data analysis)?

The data used for this goal in regards to discipline comes from a variety of sources from 2012-2020 such as monthly suspension reports, in school suspension reports, bullying reports, and SWIS referral data. We did not have any suspensions during the 2020-21 school year nor did we utilize the SWIS data system for referrals.

We also have the results of the Panorama Social Emotional Survey for students, families and staff. The results of this data for Spring 2021 were not yet available and will be analyzed before June 2021 and into the fall of the 2021-22 school year.

For parent participation we used our parent volunteer log and sign in sheets for our various school events.

#### Suspensions

- In 2012-13 we had 37 suspension days
- 2013-14 we had 23
- 2014-15 school year we had 35
- 2015-16, we had 34
- 16-17 we had 16
- 17-18 school year we had 23 days of suspension
- 18-19 school year we had 20 suspension days.
- 19-20 school year we had 10 suspension days. (schools closed down March 16th)
- 20-21 school year we had 0 suspension days.

#### In relation to the number of students suspended

- 2012-13 we had 17 students suspended
- 2013-14 we had 16 students
- 2014-15 we had 22 students
- 2015-16 we had 12 students
- 2016-17 we had 7 students
- 2017-18 we had 11 students
- 2018-19 school year we had 13 students
- 2019-20 we had 5 students
- 2020-21 we had 0 students suspended.

Our overall suspension rate is 2% and that rate maintained between the 17-18 and 18-19 school year. The majority of our larger subgroups (Hispanic/Latina/o, English Learners and Socio-Economically Disadvantaged) are at 2% or just below. It is in some of our smaller subgroups where there are higher rates of suspension. The rate of suspension for African-American students is 10% and for Students with Disabilities it is 6%.

Over the past 5 years, we have had no expulsions.

Group data to be collected to measure gains:

Our staff will use the Cycle of Inquiry, to evaluate data. Through the creation of grade level SMART (Strategic/Specific,

Measurable, Attainable, Results oriented, and Time bound) goals, staff will monitor student progress.

Data will be shared periodically with School Site Council, Site Based Decision Making, African-American Student Achievement Initiative and English Learners Advisory Committee. Trimester data presentations will take place for all interested community members through the monthly Principal Coffees. As part of

the implementation for the Positive Behavior Incentive System (PBIS) we will collect and analyze data as it relates to student discipline and use this information to support and grow positive behaviors school wide. We will differentiate between tier 1 and tier 2 supports.

Strategy:

We will implement the following strategies to improve school climate:



- Contract with The Village Method (TVM) to provide after school academic and social emotional support targeted to our African-American students in 3rd-6th grade.
- Full implementation of PBIS (Positive Behavioral Intervention and Supports).
- Implementation of PBIS Tier 2 Supports
- Implementation of SWIS behavioral system and data analysis-monthly
- Bi-monthly COST (Coordination of Services Team)
- Solution Team-Anti-bullying Program
- Ally Week
- Panther Prides Positive Behavior Award System
- Behavior Excellence Parties
- Multi-cultural Assemblies
- Student of the Month
- Schafer Park Honors Society Awards
- African American Student Awards
- Latina/o Recognition Awards
- Mindfulness
- Restorative Circles
- California Healthy Kids Survey
- Parent Volunteer Tea
- Parent Workshops
- Coffee with the Principal (parents)

We believe that when students feel accepted, safe, and encouraged, they will perform and achieve higher levels of academic success.

We further believe when parents feel welcomed and valued they will support school wide improvement efforts.

Groups participating in this goal (e.g., students, parents, teachers, administrators):  
The focus students for Schafer Park are our significant subgroups: Hispanic/Latina/o, Socioeconomically Disadvantaged, English Language Learners, African American, and Students with Disabilities.

PBIS 2 will look at students who receive many referrals to look at different options, such Check in, Check out program, solution teams, and restorative circles.

Parents who attend meetings regularly, but do not have a leadership roles will be a focus group as well as parents who do not attend meetings.

Anticipated annual growth for each group:  
Our expected growth is that all disciplinary referrals, suspensions, and in-house suspensions will decrease by 5%. Conversely, we want to see an increase of 10% in the issuance of Panther Prides and Panther Roar Awards. We anticipate a 10% increase in student participation in our Behavior Excellence Parties.

We also expect a 5% increase in the parent attendance of meetings and volunteering in the classroom.

Means of evaluating progress toward this goal:  
The data collected will be the number of expulsions, suspensions, and behavior referrals which will be tracked on our new SWIS behavior referral system.

We will continue to use the Panorama Social Emotional Survey and compare data across administrations and subgroups.

We also analyze the California Healthy Kids Survey to determine school climate needs.

For parent participation we will collect meeting sign in sheets, our volunteer log, and the number of new volunteers to our school.

How does this goal align to your Local Educational Agency Plan goals?:  
The LEA plan has the same goal in this subject area.

What did the analysis of the data reveal that led you to this goal?

In relation to student suspensions, we've seen an increase due to the rise in our school population as well as an increase in students who come to school dealing with trauma. In addition, our PBIS 1 Committee found when and where most students receive discipline referrals based on SWIS data and developed structured playground activities program, named Play the Panther Way, for implementation in the 2016-17 school year. We will continue this practice for the 2022-23 school year.

The analysis of the data revealed that at this time, discipline referrals were down, through the use school wide rules and the use of the behavior matrix which describes for both teachers and students the desired behavior in common areas.

Currently, we are expanding our positive behavior system by adding the use of Panther Prides to go along with our Student of the Month. We need to continue to accentuate the positive, using common language and practices to decrease the overall number of discipline referrals.

Our goal is to ensure that parents are active participants in their child's education and to make sure this is not a financial burden our School Site Council has allocated funds to pay for fingerprinting fees during the first trimester.

Which stakeholders were involved in analyzing data and developing this goal?

There are many stakeholders involved in analyzing data and developing this goal such as our School Site Council (SSC), English Learners Advisory Committee (ELAC), African-American Student Achievement Initiative (AASAI), Parent Teacher Association (PTA), Instructional Leadership Team (ILT), Site Based Decision Making (SBDM), parents who attend the monthly Coffee with the Principal meetings, teachers, and administrators..

Actions to improve achievement to exit program improvement (if applicable).

The actions we will take to exit program improvement will be as follows:

- Contract with The Village Method (TVM) to provide after school academic and social emotional support targeted to our African-American students in 3rd-6th grade.
- School-wide implementation of Professional Learning Communities
- Implementation of Common Core State Standards

- Implementation of PBIS
- Structured Recess-Play the Panther Way
- Analyze SWIS discipline data
- Positive Behavioral incentives
- School-wide intervention/acceleration in ELA, Math, and ELD
- Development of Parent Workshops based in current paradigms.
- Check in/Check out system implementation (CICO)

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard	Overall suspensions 2%	Overall suspensions 1.5%
CA Dashboard	African- American student suspensions 10% and Students with Disabilities 6%	Decrease each by 2%

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)

Decrease suspensions for all students and focus specifically on African-American and Students with Disabilities

#### Strategy/Activity

Improving Student Behavior Outcomes

##### Task:

Plan the continued implementation of the Positive Behavior Interventions and Supports (PBIS) school-wide and use of the behavior matrix to support consistent expectations in relation to behavior. Form a team to include the following:

- Principal
- Assistant Principal
- General Education Teachers
- Special Education Staff
- Prep Teachers
- Instructional Classified Staff

\* School Counselors

Use of staff PD days to provide time to collaborate on student behavior trends and create plans on how to remedy. Revise and distribute the Schafer Park Code of Conduct to all parents and students. Review important items with parents at Back to School Night.

Prior to suspending a student all behavior interventions will be exhausted. Anti-Bias and Anti-Racist strategies will be used when in each case to determine fairness in application.

Continue with our COST (Coordination of Services Team) that will review student behavior/discipline referrals, academic concerns, and other student needs to create an action plan to support their social/academic development. The COST team will meet twice monthly.

**Measures:**

Implementation of school-wide rules and expectations. Use and evaluation of Behavioral Matrix, Acknowledgement System, and Consequence System. Distribution of Student Handbook to Schafer Park families. Monthly meeting notes and staff meeting presentations

The number of disciplinary referrals to the office. The number of suspensions and expulsions. The returned, parent-signed form of having read the Schafer Park Panther Handbook with their child.

COST Team Referrals  
Meeting Notes  
Student OARS Reports

**People Assigned:**

Principal  
PBIS Committee Members  
AP  
COST Specialist  
District TOSA  
ELL Specialist  
Counselor  
School Nurse  
YEP Coordinator  
Office Manager  
Attendance Clerk  
CWA Outreach Worker  
School Psychologist  
RSP Teacher  
Speech Therapist  
School Counselors

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s) Source(s)

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

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

All students will be the focus of this goal, in particular the 80% of students that will benefit from the Tier 1 interventions that PBIS provides.

Strategy/Activity

## Improving Student Behavior Outcomes

### Task:

PBIS Team will support a positive behavior policy by implementing a rewards program and communicating expectations to students in school-wide assemblies.

Continued implementation of Solutions Team at Schafer Park. The objective of Solutions Team is the following:

- Students learn about, practice, and use positive pro-social behaviors instead of name calling and bullying or being silent when they witness name-calling and bullying.
- This process empowers students to work together to change their own behavior in bullying situations, support the target of bullying and help make the school a more positive place to be.
- Teachers are trained yearly on identifying bullying behaviors as well as the difference between a conflict and bullying.
- Staff is trained on Solutions Team once a year by the Safe and Inclusive Schools District Coordinator.

Continued implementation of Ally Week once a year with follow ups in second and third trimesters.

### Measures:

Distribution of Panther Prides

Panther Prizes distributed

Reduction of bullying incidents on campus as measured by the district mandated bullying report form

Solutions Team Date Log

### People Assigned:

Principal

Teachers

Staff members

AP

Students

School counselor

Safe and Inclusive Schools District Coordinator

## Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

## Strategy/Activity 3

### Students to be Served by this Strategy/Activity

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

All students will be targeted through this activity, in particular students who have parents that are active within the school community.

### Strategy/Activity

#### Improving Parent Engagement

##### Task:

Teach parents how to assist their child in English Language Arts, Spanish Language Arts, Writing, and Math through Literacy Night and Family Math Night.

Hold monthly data meetings with parents where we review school-wide, grade level, and classroom data.

Hold monthly Coffee with the Principal meeting to discuss current school events.

Hold parent/student/administration goal setting meetings at least once a year for focus students.

Support and increase the number of African American parents who participate in our African American Student Achievement Initiative (AASAI) by supporting events, speakers, and recruitment activities.

##### Measures:

Sign in sheets for events. Event fliers, copies of teacher activities, and surveys.

Power Point presentations used and hand outs

##### People Assigned:

Principal

Family Engagement Specialist (FES)

Parent Involvement Committee

Reading Specialist

ELL Specialist

AP

### 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)

5000.00

1500.00

#### Source(s)

LCFF Supplemental and Concentration Funds

African American Parent Engagement

Title 1: Parent Allocation

School Based Parent Workshops

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

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

All students, in particular the one's whose parents participate through volunteering or attending meetings.

### Strategy/Activity

#### Improving Parent Engagement

##### Task:

Ensure parents have the opportunity to volunteer in their child's classroom and/or participate in any of our school wide parent groups, such as ELAC, SSC, PTA, AASAI and SBDM. Our goal is to improve parent engagement by making them true participants in their student's education. Parents can attend our monthly Coffee with the Principal meetings to address current school events.

Provide a parent resource fair at the beginning of the year to acclimate parents to our different school wide groups and resources.

##### Measures:

Sign in sheets, volunteer hour sheet, list of newly approved parent volunteers, and meeting minutes

##### People Assigned:

Principal  
Family Engagement Specialist (FES)  
Parent Involvement Committee  
Office Manager  
AP

### 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)

1000.00

Source(s)

Title 1: Parent Allocation

Child Care Workers w/salary and benefits

## Annual Review

### SPSA Year Reviewed: 2021-22

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.

#### Fingerprinting for parents

- As we believe it is important for parents to be a part of the school community we will continue to fund for the payment of the fingerprinting fee in order to become volunteers up till the end of the first trimester.
- We have seen a steady increase in parent participation

#### 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

#### Food for Parent Meetings

- As we believe it is important for parents to be a part of the school community we will continue to provide coffee and donuts for morning 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.
- Less parents skip parent teacher conferences

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 food for meetings, childcare, and fingerprinting

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 2022-23 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

Attendance

## LEA/LCAP Goal

All our students will feel safe and supported at the school everyday, and will attend and engage in classes daily, as a result of our staff's continued efforts to create a supportive and welcoming environment.

## Goal 5

Our school's Chronic Absenteeism rate will decrease by 5% as measured on the California School Dashboard by Spring 2023. In addition, our Suspension Rate will decrease by 1%.

Ensuring Daily Attendance of 97%

## Identified Need

What data did you use to form this goal (findings from data analysis)?

The data for attendance during the 2020-21 school year does not reflect normal trends for attendance due to the pandemic. There were a variety of factors beyond the control of both families and the school affecting the students's ability to participate (tech, health, financial, etc.). We will closely monitor the attendance of students at the beginning of the 2021-22 school year and begin outreach immediately when any negative trends in attendance are noticed.

The overall rate of chronic absenteeism was 10% for the 2019-20 school year but varies tremendously between subgroups. The groups with the lowest percent of chronic absenteeism are Filipino (3.7%), Two or More Races (5.9%) and Asian (6.3%). The groups with the highest percent of chronic absenteeism are students with disabilities (15.8%), Homeless (27.3%) and African-American (34.2%). The 34.2% represents around 12 students total.

Group data to be collected to measure gains:

Monthly Infinite Campus attendance reports and tracking of specific students in our groups with high rates of chronic absenteeism (students with disabilities, homeless and African-American).

A2A reports of chronic absenteeism

Strategy:

Schafer Park's strategies are based on the assumption that if students are present every day, prepared and ready to learn, they will achieve academic success. For the 2022-

23 school year, our goal is to achieve 97% attendance school-wide and decrease chronic absenteeism overall from 10% to 8%.

Some of the strategies include:

The attendance clerk will make daily calls regarding absences

Maintain a log of notes based on conversations with parents on Infinite Campus

Send out truancy letters when students miss more than three days

Hold truancy meetings no less than once a month with parents

Students will be recognized for perfect attendance

- Certificates
- Key chain awards for each month they have perfect attendance

- Perfect attendance pencils

Monthly grade level attendance competitions

Grade level recognition of highest attendance percentage.

Recognition for students with improved attendance

Groups participating in this goal (e.g., students, parents, teachers, administrators):

The focus students for Schafer Park are our significant subgroups: Hispanic/Latino, Socioeconomic Disadvantaged, English Language Learners, and Students with Disabilities. At our school, African-American and Homeless students are also focus groups.

Anticipated annual growth for each group:

Currently, our overall attendance rate is 95%, which means that we must increase our attendance by a minimum of 2% to reach our 97% goal. Additionally, our rate of chronic absenteeism is 10% and we would like to decrease that to 8%.

Means of evaluating progress toward this goal:

Attendance and truancy data will be used along with student performance on assessments. We will look to make correlations between attendance data and performance on assessments such as the Interim Assessment Blocks (IAB), 6th Grade Benchmarks, Fountas and Pinnell reading assessments, local math benchmarks, and BPSTIII in Kindergarten to 2nd grades.

How does this goal align to your Local Educational Agency Plan goals?:

The LEA plan has the same goal in this subject area.

Which stakeholders were involved in analyzing data and developing this goal?

There are many stakeholders involved in analyzing data and developing this goal such as our School Site Council (SSC), African American Student Achievement Initiative (AASAI), English Learners Advisory Committee (ELAC), Parent Teacher Association (PTA), Instructional Leadership Team (ILT), Site Based Decision Making (SBDM), parents who attend the monthly Coffee with the Principal, teachers, and administrators.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
A2A and Dashboard	10% Rate of Chronic Absenteeism	Decrease by 2% to 8% chronic absenteeism
A2A and Dashboard	34% of African-American Students chronically absent	Decrease by 10% to 24%. In raw numbers, that is a decrease of around 3 or 4 students.

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

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

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

All students

### Strategy/Activity

#### Improving Attendance

##### Task:

Develop and implement an incentive program to attain our goal of 8% of students chronically absent. Provide school-wide data on attendance every month and reward grade levels with best attendance. Honor the classroom with the best attendance each month by mentioning it on the marquee.

Continue the individual award system of recognizing students for perfect attendance through certificates and key chains for each month they attend all days.

Recognize through a Certificate of Improvement students who have improved their overall attendance. This will be for those who had previously been considered chronically absent.

Increase communication of the importance of daily attendance and the impact of absences to students, parents, and the community is essential and will be done through monthly newsletters, attendance data presented at parent meetings such as AASAI, ELAC, PTA, staff meetings, and SSC.

Utilize COST process to access school and community resources to address attendance issues.

Work closely with our Child Welfare Attendance outreach worker to strategize and work with families of chronically absent students.

RTI academic supports stressed for students with high absences to get back on track academically.

For students who are not attending on a regular basis, continue to issue truancy letters, set up parent meetings, and if need be refer to Student Attendance Review Board (SARB).

##### Measures:

- Monthly reports on attendance
- Student certificates issued
- Key chains given
- Number of perfect attendance pencils given
- Number of truant letters issued
- Number of attendance meetings
- Referrals to SARB
- COST Tracking Form

##### People Assigned:

Principal

Attendance Clerk

Child Welfare and Attendance (CWA)

COST Specialist

Family Engagement Specialist (FES)

Parents

Assistant Principal

Classroom Teachers

### **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: 2021-22**

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 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 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

## LEA/LCAP Goal

## Goal 6

## Identified Need

## 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)

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

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

# 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

## LEA/LCAP Goal

## Goal 7

## Identified Need

## 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)

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

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

# 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

## LEA/LCAP Goal

## Goal 8

## Identified Need

## 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)

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

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

# 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	\$168,672.32

## 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 (\$)
------------------	-----------------

Subtotal of additional federal funds included for this school: \$

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 Supplemental and Concentration Funds	\$47,697.00
Title 1: Parent Allocation	\$2,500.00
Title I: Schoolwide Program	\$118,475.32

Subtotal of state or local funds included for this school: \$168,672.32

Total of federal, state, and/or local funds for this school: \$168,672.32



# 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	47,697.00
Title I	120,975.00	120,975.00

## Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental and Concentration Funds	47,697.00
Title 1: Parent Allocation	2,500.00
Title I: Schoolwide Program	118,475.32

## Expenditures by Budget Reference

Budget Reference	Amount
------------------	--------

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF Supplemental and Concentration Funds	47,697.00
	Title 1: Parent Allocation	2,500.00
	Title I: Schoolwide Program	118,475.32

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	103,070.32
Goal 2	5,000.00
Goal 3	53,102.00

Goal 4

7,500.00

# School Site Council Membership

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

- 1 School Principal
- 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
April Ancheta	Classroom Teacher
Francisco Soto	Classroom Teacher
Piet Bess	Classroom Teacher
Stephanie Housmandi	Classroom Teacher
Rochelle Balthazar	Parent or Community Member
Elena Lepe	Parent or Community Member
Sarah Smilovic LeBlanc	Parent or Community Member
Araceli Orozco	Parent or Community Member
Jennifer Jacowitz	Parent or Community Member
Jeira Navarro	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 5/2/22.

Attested:



Principal, Rafael Flores Jr. on 5/2/22



SSC Chairperson, Rochelle Balthazar on 5/2/22