



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Schafer Park Elementary School	01611926001135	05/07/2024	05/22/2024

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California’s ESSA State Plan supports the state’s approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state’s Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Schafer Park Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

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

This plan is being used by Schafer Park Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

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

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

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

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

EXECUTIVE SUMMARY SINGLE PLAN FOR STUDENT ACHIEVEMENT SCHAFFER PARK SCHOOL April 15, 2024

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

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

HUSD's SINGLE PLAN FOR STUDENT ACHIEVEMENT

HUSD's SPSAs now follow the state template in order to be in compliance with state guidelines.

Additionally, it is organized around the District's Priorities:

Priority 1: Financial and operational decisions will be driven by student success and district priorities and goals

Priority 2: Ensure ALL students graduate college and/or are career ready.

Priority 3: Create a safe and positive school climate.

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

Schafer Park SPSA has 5 performance goals aligned to HUSD's Local Education Agency plan. These goals include:

1. English Language Arts: All students will master the Common Core standards in ELA or demonstrate growth towards mastery.
2. Mathematics: All students will master the Common Core standards in Math or demonstrate growth towards mastery.
3. ELD: Decrease the number of Long Term English Language Learners.
4. School Climate: Improve school discipline outcomes and parent engagement in a manner that is equitable and aligned

with the district's AB/AR policies.

5. Attendance: Improve daily attendance.

6. Visual and Performing Arts: All students will master the VAPA grade level students or demonstrate growth towards mastery.

DATA ANALYSIS

Our SPSA includes an analysis of recent student achievement data.

Specific Actions and Tasks to Meet Performance Goals

School Plan for Student Achievement (SPSA) Page 3 of 96 Schafer Park Elementary School

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

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

Budget

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

- Support staff to implement research-based English Language Arts interventions to ensure both foundational skills reading development and ongoing skill and strategy building in literacy
- 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 and review of data analysis
- Instructional materials and supplies to support teaching during the school day
- License agreements to continue school wide use of the Accelerated Reader Program
- 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.

Educational Partner Involvement

How, when, and with whom did Schafer Park Elementary 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 input from all the other groups to see what adjustments we can make to the current plan. We make sure to do this at least twice a year, usually in November and March of each year. For the current school year, all parent meetings are held in person or on Zoom.

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

In the area of Academic Performance for English Learner Progress we received a "Red" performance category. We only had 38.4% of our EL students achieving progress towards English Language Proficiency, which a decline of 12.8%. The percentage of ELs who maintained ELPI Levels 1, 2L, 2H, 3L, and 3H increased from 28.6% to 42.2%, but the ELs who progressed at least one ELPI level decreased from 51.2% to 38.4%. To address this decline we purchased Lexia English as well as a Newcomer Program for our ELs in levels 1, 2L, 2H, and some 3H.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

Fortunately, in regards to "all students groups" by performance level, we have no student groups at Red. Our English Learners and Students with Disabilities performed at Orange level, one level below "all students" which is Yellow. Overall, Schafer Park is doing better than the state average which is Orange.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

This year, our school district implemented the Fastbridge screener which gives teachers valuable information regarding student progress in both English and Spanish Language Arts. Unfortunately many teachers at our site still have trouble using the different reports that prescribe individual solutions to replace the knowledge gaps.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Schafer Park Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.3%	0.30%	0.31%	2	2	2
African American	5.7%	5.36%	4.52%	42	36	29
Asian	5.8%	6.85%	6.54%	43	46	42
Filipino	4.5%	4.17%	3.27%	33	28	21
Hispanic/Latino	78.0%	76.49%	79.13%	579	514	508
Pacific Islander	1.8%	1.93%	1.56%	13	13	10
White	1.6%	1.93%	2.02%	12	13	13
Multiple/No Response	2.2%	2.08%	2.18%	16	14	14
Total Enrollment				742	672	642

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	106	115	106
Grade 1	95	92	95
Grade 2	102	85	90
Grade3	110	93	82
Grade 4	104	96	91
Grade 5	109	97	89
Grade 6	116	94	89
Total Enrollment	742	672	642

Conclusions based on this data:

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

3. In the past three years we've seen an enrollment drop of 100 students. Analysis of the data shows the trend to be students leaving from 2nd through 6th grades.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners (EL)	281	265	247	37.90%	39.4%	38.5%
Fluent English Proficient (FEP)	164	144	152	22.10%	21.4%	23.7%
Reclassified Fluent English Proficient (RFEP)		38	43	0.0%		

Conclusions based on this data:

1. The percent of English Learners decreased over the last three years from 281 to 247 ELs. The percentage of English Learners has stayed consistent over the three years.
2. Our Fluent English Proficient students grew over all as percentage of our student population.
3. As a whole our community of English Learners is decreasing despite the fact that over this same time period we received many "newcomer" families from all parts of the world.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	108	101	90	0	92	86	0	91	86	0.0	91.1	95.6
Grade 4	104	98	92	0	96	91	0	96	91	0.0	98.0	98.9
Grade 5	109	94	92	0	90	90	0	90	90	0.0	95.7	97.8
Grade 6	116	96	91	0	94	89	0	94	88	0.0	97.9	97.8
All Grades	437	389	365	0	372	356	0	371	355	0.0	95.6	97.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2391.	2397.		16.48	16.28		21.98	18.60		19.78	32.56		41.76	32.56
Grade 4		2428.	2443.		13.54	19.78		23.96	19.78		17.71	21.98		44.79	38.46
Grade 5		2461.	2460.		11.11	12.22		22.22	20.00		26.67	23.33		40.00	44.44
Grade 6		2484.	2501.		4.26	13.64		27.66	21.59		30.85	34.09		37.23	30.68
All Grades	N/A	N/A	N/A		11.32	15.49		23.99	20.00		23.72	27.89		40.97	36.62

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		12.22	16.28		56.67	53.49		31.11	30.23
Grade 4		11.46	9.89		61.46	63.74		27.08	26.37
Grade 5		11.11	10.00		58.89	58.89		30.00	31.11
Grade 6		8.51	17.05		56.38	54.55		35.11	28.41
All Grades		10.81	13.24		58.38	57.75		30.81	29.01

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Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		14.94	15.12		54.02	51.16		31.03	33.72
Grade 4		5.26	7.78		67.37	66.67		27.37	25.56
Grade 5		7.78	10.00		55.56	50.00		36.67	40.00
Grade 6		4.26	12.94		52.13	44.71		43.62	42.35
All Grades		7.92	11.40		57.38	53.28		34.70	35.33

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Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		8.05	3.49		74.71	69.77		17.24	26.74
Grade 4		8.33	10.99		67.71	67.03		23.96	21.98
Grade 5		10.00	11.11		76.67	62.22		13.33	26.67
Grade 6		5.32	17.05		76.60	69.32		18.09	13.64
All Grades		7.90	10.70		73.84	67.04		18.26	22.25

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		7.69	9.30		63.74	65.12		28.57	25.58
Grade 4		10.42	12.09		71.88	68.13		17.71	19.78
Grade 5		8.89	14.44		62.22	63.33		28.89	22.22
Grade 6		10.64	15.91		67.02	67.05		22.34	17.05
All Grades		9.43	12.96		66.31	65.92		24.26	21.13

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Conclusions based on this data:

- Even though the pandemic was three years ago, we are still recuperating from the effects. The school community is slowly returning to pre-pandemic status. Socio-emotionally students and staff are still recovering from the loss of almost a year and half of human interaction. Academically, the recovery has been slow as well. Students returned with huge areas of unfinished learning.

According to the CAASPP data, we have a few areas of need. For example, in the area of listening, the percentage of students scoring below standard increased overall, in particular in 3rd and 5th grades. This is also true in the area of writing, where we went from 34.7% of students scoring below standard to 35.33%. Due to these results staff focused on giving an on-demand IAB assessment that would mimic the SBAC exam. For next year we will return to using the district writing guide with trimester assessments that we have from our current language arts adoption, Benchmark. In regard to listening, staff will focus on fictional and non-fiction read a louds and online stories with comprehension questions to follow. Staff will have opportunities to calibrate student writing via trimester release time.
- The claim in which we saw the most growth was in reading: demonstrating understanding of literary and non-fictional texts. Over the past two years the percentage of students scoring above standard increased by 2.43% with 3rd and 6th grades seeing the largest gains. In the area of research/inquiry we saw an increase in students scoring above standard. We went from 9.43% in 21-22 to 12.96% in 22-23. Also in this area we saw a decrease in the percentage of students scoring below standard by 3.13%. The percentage of students scoring above standard in both writing and listening increased, 3.48% and 2.8% respectively. As a school, we are using multiple measures to assess student progress. Our focus will continue to work 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 with analyzing the text as well writing.
- In regard to our overall achievement in English Language Arts over the past two years, we improved in the percentage of students taking and completing the test from 95.6% to 97.5%. Another positive sign of growth was the fact that the percentage students scoring above standard increased by 4.17% and the percentage of students scoring below standard in English Language Arts decreased from 40.97% to 36.62%. Our 4th grade students scored the highest, with 39.56% students scoring at or above the standard. 6th grade had the largest growth in the percentage of students scoring above standard from the 21-22 school year. The scale scores of all grades improved except for 5th grade. The use of multiple measures which include platforms such as Accelerated Reader, IXL, Newsela and our Benchmark/Adelante adoption will be used to assess learning gaps. Small group interventions should address initial concerns.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	108	101	90	0	91	86	0	90	86	0.0	90.1	95.6
Grade 4	104	98	91	0	93	90	0	93	90	0.0	94.9	98.9
Grade 5	109	94	92	0	92	89	0	92	89	0.0	97.9	96.7
Grade 6	116	96	91	0	94	89	0	94	89	0.0	97.9	97.8
All Grades	437	389	364	0	370	354	0	369	354	0.0	95.1	97.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2399.	2408.		14.44	16.28		21.11	20.93		22.22	32.56		42.22	30.23
Grade 4		2431.	2434.		4.30	6.67		19.35	13.33		37.63	47.78		38.71	32.22
Grade 5		2419.	2430.		4.35	6.74		9.78	6.74		23.91	19.10		61.96	67.42
Grade 6		2450.	2480.		1.06	10.11		14.89	13.48		32.98	38.20		51.06	38.20
All Grades	N/A	N/A	N/A		5.96	9.89		16.26	13.56		29.27	34.46		48.51	42.09

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		15.56	16.47		48.89	48.24		35.56	35.29
Grade 4		8.60	6.67		48.39	43.33		43.01	50.00
Grade 5		4.35	6.74		27.17	30.34		68.48	62.92
Grade 6		1.08	4.55		46.24	47.73		52.69	47.73
All Grades		7.34	8.52		42.66	42.33		50.00	49.15

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Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		22.22	25.58		37.78	48.84		40.00	25.58
Grade 4		7.53	14.44		50.54	52.22		41.94	33.33
Grade 5		6.52	7.87		39.13	34.83		54.35	57.30
Grade 6		6.38	7.87		46.81	55.06		46.81	37.08
All Grades		10.57	13.84		43.63	47.74		45.80	38.42

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Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		8.89	9.30		64.44	62.79		26.67	27.91
Grade 4		9.68	10.00		50.54	55.56		39.78	34.44
Grade 5		4.35	4.49		44.57	51.69		51.09	43.82
Grade 6		2.13	10.11		65.96	64.04		31.91	25.84
All Grades		6.23	8.47		56.37	58.47		37.40	33.05

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

- In the area of mathematics, our participation rate went from 95.1% to 97.3%. 4th grade had the highest participation rate in mathematics with 98.9%. 3rd grade had the lowest participation rate at 95.6%. To achieve a 95% attendance rate on all days of testing we will implement a tech day where students can bring their technology from home to share with classmates as an incentive. In regards to our math scale scores as a whole all grades saw an increase.

Overall, on our math achievement, the percentage of students who who did not meet standard decreased from 48.51% to 42.09%. The percentage of students scoring above standard also increased from 5.96% to 9.89%.

Likewise the percentage of students not meeting standard decreased from 48.51% to 42.09% in the 22-23 school year.

Overall, our growth in mathematics was delayed due to the pandemic. Previous to the pandemic, Schafer Park was steadily growing in math. Our school wide use of Math Workshop helped in our growth. Along with number talks, counting collections, and the use of our math intervention programs, we were growing a few percentage points each year. Moving forward in 2023-2024, we will work towards achieving growth in mathematics.

2. In the area of communicating reasoning: demonstrating ability to support mathematical conclusions we saw our best results. Almost 59% of our students were at or near standard. Some grade levels such as 3rd and 6th scored above 60% at or near standard on this claim.

Our greatest area of need is Concepts and Procedures: Applying Mathematical procedures and concepts. 49.15% of our students are scoring below standard in this area. 3rd grade students had the lowest percentage of students scoring below standard at 35.29%. They also had the highest percent of students who scored above standard at 16.47%. While we have several platforms that focus on mathematics, their consistent use tends to be an issue. A focus on learning math facts tends to get in the way of students learning grade level concepts. The practice of deficit learning tends to deter students from learning grade level concepts. We need to make sure teachers continue to teach grade level content while embedding non-mastered concepts in each of their lessons.

For Problem Solving & Modeling/Data Analysis: Using appropriate tools and strategies to solve to real world mathematical problems, we did see an increase in the number of students scoring at or near standard, 43.63% to 47.74%. The number of students scoring below standard also decreased from 45.80% to 38.42%. We also saw slight gains in the percentage of students scoring above standard in for this claim.

3. Our continued use of IXL, our online math intervention program and our Elevate after school accelerations program should bridge the areas of unfinished learning for many of our students. Our work on Math Workshop has helped increase student's ability to communicate reasoning and build constructed responses as well as problem solve. We will continue with this practice in 2024-2025. We also plan on using the book, "Building Thinking Classrooms," to change the way we teach math as a school. The book relies on teachers to be facilitators of math learning, but students actually learn concepts through problem solving and peer discussions.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) web page or the ELPAC.org website for more information about the ELPAC.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K		1448.3	1445.6		1457.5	1450.4		1426.5	1434.2	0	60	58
1	1513.3	1467.4	1446.6	1507.2	1487.9	1461.6	1518.9	1446.4	1431.1	17	47	37
2	1523.7	1486.1	1472.4	1529.2	1495.8	1489.1	1517.6	1475.8	1455.1	12	42	38
3	1513.2	1429.2	1484.5	1531.4	1438.8	1492.1	1494.5	1419.1	1476.6	49	33	42
4	1520.7	1503.9	1492.6	1539.1	1522.5	1493.4	1501.9	1484.8	1491.2	29	40	25
5	1545.7	1500.4	1513.6	1571.2	1511.8	1534.3	1519.7	1488.7	1492.3	21	27	33
6	1531.6	1491.3	1519.2	1548.5	1504.7	1521.1	1514.0	1477.2	1517.1	26	22	17
All Grades										154	271	250

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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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K		20.34	25.86		50.85	43.10		23.73	18.97		5.08	12.07		59	58
1	35.29	23.40	2.70	64.71	34.04	40.54	0.00	36.17	51.35	0.00	6.38	5.41	17	47	37
2	33.33	16.67	10.53	50.00	45.24	42.11	16.67	30.95	34.21	0.00	7.14	13.16	12	42	38
3	26.67	6.06	16.67	57.78	24.24	28.57	13.33	33.33	35.71	2.22	36.36	19.05	45	33	42
4	17.24	15.00	12.00	62.07	40.00	36.00	20.69	32.50	32.00	0.00	12.50	20.00	29	40	25
5	33.33	14.81	9.09	28.57	37.04	48.48	38.10	33.33	27.27	0.00	14.81	15.15	21	27	33
6	8.70	9.09	23.53	39.13	27.27	35.29	52.17	40.91	23.53	0.00	22.73	17.65	23	22	17
All Grades	24.49	16.30	14.80	51.70	38.89	39.60	23.13	31.85	31.60	0.68	12.96	14.00	147	270	250

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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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K		42.37	36.21		32.20	37.93		18.64	13.79		6.78	12.07		59	58
1	52.94	53.19	16.22	35.29	23.40	64.86	11.76	23.40	13.51	0.00	0.00	5.41	17	47	37
2	66.67	45.24	28.95	25.00	35.71	42.11	8.33	16.67	23.68	0.00	2.38	5.26	12	42	38
3	68.89	21.21	38.10	26.67	33.33	38.10	4.44	18.18	14.29	0.00	27.27	9.52	45	33	42
4	79.31	50.00	44.00	20.69	37.50	28.00	0.00	5.00	16.00	0.00	7.50	12.00	29	40	25
5	61.90	37.04	54.55	33.33	51.85	36.36	4.76	0.00	0.00	0.00	11.11	9.09	21	27	33
6	39.13	27.27	47.06	56.52	50.00	23.53	4.35	13.64	11.76	0.00	9.09	17.65	23	22	17
All Grades	63.27	41.48	36.40	31.97	35.56	40.40	4.76	14.81	13.60	0.00	8.15	9.60	147	270	250

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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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K		6.78	15.52		50.85	22.41		35.59	50.00		6.78	12.07		59	58
1	17.65	19.15	0.00	82.35	14.89	35.14	0.00	23.40	29.73	0.00	42.55	35.14	17	47	37
2	16.67	7.14	5.26	66.67	42.86	23.68	16.67	30.95	47.37	0.00	19.05	23.68	12	42	38
3	2.22	0.00	4.76	24.44	6.06	16.67	60.00	36.36	40.48	13.33	57.58	38.10	45	33	42
4	6.90	0.00	12.00	20.69	17.50	4.00	41.38	45.00	44.00	31.03	37.50	40.00	29	40	25
5	9.52	3.70	0.00	19.05	7.41	9.09	33.33	55.56	51.52	38.10	33.33	39.39	21	27	33
6	4.35	0.00	5.88	0.00	18.18	17.65	60.87	13.64	52.94	34.78	68.18	23.53	23	22	17
All Grades	7.48	6.30	6.80	29.25	25.93	19.60	42.18	34.44	44.80	21.09	33.33	28.80	147	270	250

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Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K		30.51	29.31		55.93	56.90		13.56	13.79		59	58
1	64.71	51.06	27.03	35.29	46.81	70.27	0.00	2.13	2.70	17	47	37
2	41.67	28.57	15.79	58.33	64.29	68.42	0.00	7.14	15.79	12	42	38
3	22.73	12.12	11.90	65.91	42.42	61.90	11.36	45.45	26.19	44	33	42
4	32.14	45.00	12.00	60.71	40.00	48.00	7.14	15.00	40.00	28	40	25
5	23.81	11.11	15.15	61.90	74.07	60.61	14.29	14.81	24.24	21	27	33
6	9.09	0.00	23.53	68.18	72.73	58.82	22.73	27.27	17.65	22	22	17
All Grades	29.17	29.26	20.00	60.42	54.81	61.20	10.42	15.93	18.80	144	270	250

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Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K		55.93	41.38		37.29	43.10		6.78	15.52		59	58
1	100.00	46.81	45.95	0.00	48.94	45.95	0.00	4.26	8.11	3	47	37
2	90.00	50.00	63.16	10.00	47.62	31.58	0.00	2.38	5.26	10	42	38
3	100.00	51.52	66.67	0.00	24.24	21.43	0.00	24.24	11.90	45	33	42
4	93.10	75.00	72.00	6.90	17.50	16.00	0.00	7.50	12.00	29	40	25
5	100.00	88.89	90.91	0.00	0.00	0.00	0.00	11.11	9.09	21	27	33
6	100.00	72.73	58.82	0.00	18.18	23.53	0.00	9.09	17.65	21	22	17
All Grades	97.67	60.37	60.40	2.33	31.11	28.40	0.00	8.52	11.20	129	270	250

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K		6.78	17.24		83.05	74.14		10.17	8.62		59	58
1	23.53	25.53	8.11	76.47	12.77	43.24	0.00	61.70	48.65	17	47	37
2	33.33	9.52	5.26	66.67	73.81	57.89	0.00	16.67	36.84	12	42	38
3	4.44	0.00	4.76	73.33	30.30	35.71	22.22	69.70	59.52	45	33	42
4	7.69	0.00	12.00	50.00	50.00	28.00	42.31	50.00	60.00	26	40	25
5	9.52	7.41	0.00	52.38	48.15	51.52	38.10	44.44	48.48	21	27	33
6	4.35	0.00	0.00	30.43	27.27	35.29	65.22	72.73	64.71	23	22	17
All Grades	10.42	8.15	8.00	59.03	50.00	50.40	30.56	41.85	41.60	144	270	250

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K		55.93	41.38		38.98	43.10		5.08	15.52		59	58
1	29.41	14.89	0.00	70.59	72.34	91.67	0.00	12.77	8.33	17	47	36
2	40.00	19.05	7.89	60.00	59.52	71.05	0.00	21.43	21.05	10	42	38
3	11.11	0.00	21.43	73.33	63.64	47.62	15.56	36.36	30.95	45	33	42
4	6.90	7.50	20.00	68.97	75.00	44.00	24.14	17.50	36.00	29	40	25
5	14.29	0.00	6.06	61.90	74.07	57.58	23.81	25.93	36.36	21	27	33
6	9.09	13.64	23.53	81.82	54.55	58.82	9.09	31.82	17.65	22	22	17
All Grades	14.58	20.00	18.88	70.83	61.11	58.23	14.58	18.89	22.89	144	270	249

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

- On the ELPAC we saw decreases in the number of students tested. Most of our students scored at level 3 at 39.60 %, followed by level 2 with 31.60%. Our English Language Development instruction will focus on levels 2 and 3 to move students to the next level. Our students also had higher scale scores in oral language than written language. Kindergarten had the most students tested, followed by 3rd grade. Our overarching goal is for students to score at Level 4 across all areas so that they are eligible for reclassification.
- In the area of oral language, our highest percentage was 39.6% at level 3. 64.86% of our first grade students achieved level 3 in oral language.

In written language, our highest percentage was level 2 with 44.8%. Kindergarten, 5th, and 6th all scored above the 50% percentile in this area.

In the Listening domain 61.2% of our English Learners scored in the somewhat/moderately level. Our first grade EL students led the way with 70.27% students scoring at this level.

One of the strengths of our English Learners is the domain of Speaking where 60.4% of students scored at the well-developed level. 5th grade led the way with a 90.91% of achievement in this area

For the domain of reading the majority of our students scored somewhat/moderately. With 50.4% of our EL students falling in this area it is an indication that many of our ELs are getting the basics of reading, phonemes, blending, and cvc words, but struggle when it gets to more complex literature.

Finally in the domain of writing we have some bright spots. 58.23% of our ELs scored at somewhat/moderately. Both first and second grade had the highest scores in this domain, 91.67% and 71.05% respectively.

3. Areas of improvement need to be made in the transition from the Somewhat/Moderately to Well Developed. In all domains, but speaking the percentages of students moving from somewhat/moderately to well developed dropped quite a bit. Developmentally English Learners tend to develop their oral language skills before their reading and writing. Our English Language Development teachers will focus on developing reading comprehension skills through the use of Newsela and Accelerated Reader. Using the Benchmark writing curriculum and our district writing rubrics we will work on the development descriptive writing as well as the expected genres as outlined by the California State standards. Our school wide goals will continue to be the following: advancement past level 3 on the ELPAC, yearly growth in all domains, and reclassification of English Language Learners by 6th grade.

School and Student Performance Data

California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
642	79.4	38.5	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Schafer Park Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	247	38.5
Foster Youth		
Homeless	5	0.8
Socioeconomically Disadvantaged	510	79.4
Students with Disabilities	61	9.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	29	4.5
American Indian	2	0.3
Asian	42	6.5
Filipino	21	3.3
Hispanic	508	79.1
Two or More Races	14	2.2
Pacific Islander	10	1.6
White	13	2

Conclusions based on this data:

1. Schafer Park is a diverse school. 79.4% of our student population is Latinx. The next two largest race/ethnicity groups are Asian at 6.5% and African American at 4.5%, both of which decreased by 1%. 38.5% of our students are English Learners, 9.5% of our students have disabilities, and 79.4% are socioeconomically Disadvantaged. Our Latinx population increased, but our Asian and African American populations declined slightly. While our student population is decreasing, we still continue to be one of the larger elementary schools in Hayward with a total population of 642.
2. In regards to student groups, our largest is Socioeconomically Disadvantaged at 79.4%, followed by English Learners with 38.5%, and Students with Disabilities at 9.5%. While our overall student population has decreased, we saw percent increases in our Socioeconomically Disadvantaged and English Learners groups.
3. From a school that was routinely in the 90% or higher range of Latinx student population we've seen an increase in other student groups while our Latinx numbers have decreased.

School and Student Performance Data

Overall Performance






The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	Chronic Absenteeism  Yellow	Suspension Rate  Green
Mathematics  Yellow		
English Learner Progress  Red		

Conclusions based on this data:

- The new indicators demonstrate provide a colorful guideline as to how our students are performing academically, levels of engagement, and through conditions and climate. A definite focus area will be the progress of our English Learners. Based on our data, they have made low progress. We plan to focus on language arts foundations, reading comprehension strategies, and detailed descriptive writing. We are working on improving all areas, but in regards to Chronic absenteeism we need to really make sure students are coming to school on a regular basis. We will continue to have incentives for high and most improved attendance each trimester.

2. Academically, in English Language Arts and Mathematics we continue to score within the yellow range, even though the number of students at or above standard decreased since returning from the pandemic.
3. In the area of Academic Engagement, our Chronic Absenteeism is at yellow, which is an increase from previous years when when we were red. Conditions & Climate: Our suspension rate improved to green from yellow. We are actively using alternatives to suspension and incentives for students who are chronically absent to improve both areas respectively.

School and Student Performance Data

Academic Performance English Language Arts

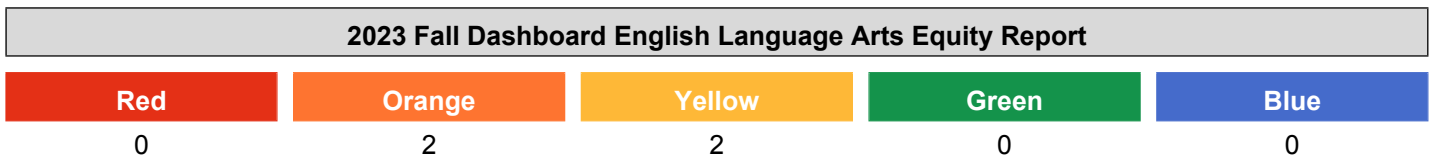
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.






Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”




This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Yellow	 Orange	 No Performance Color
32.8 points below standard	52.6 points below standard	0 Students
Increased +9.4 points	Maintained +0.9 points	
343 Students	185 Students	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	 Yellow	 Orange
4 Students	36.9 points below standard	91.4 points below standard
	Increased +12.6 points	Increased Significantly +24.4 points
	273 Students	45 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>115.3 points below standard</p> <p>Decreased Significantly - 24.4 points</p> <p>16 Students</p>	<p>Less than 11 Students</p> <p>2 Students</p>	<p>9.1 points above standard</p> <p>Increased +3.2 points</p> <p>28 Students</p>	<p>57.1 points above standard</p> <p>11 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
 <p>Yellow</p> <p>36.8 points below standard</p> <p>Increased +8.4 points</p> <p>263 Students</p>	<p>Less than 11 Students</p> <p>8 Students</p>	<p>Less than 11 Students</p> <p>6 Students</p>	<p>Less than 11 Students</p> <p>10 Students</p>

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>97.4 points below standard</p> <p>Increased +13.5 points</p> <p>113 Students</p>	<p>17.6 points above standard</p> <p>Increased +4.9 points</p> <p>72 Students</p>	<p>24.3 points below standard</p> <p>Increased Significantly +17.4 points</p> <p>121 Students</p>

Conclusions based on this data:

- In the area of English Language Arts (ELA) our largest sub-group, Latinx students, improved by 8.4 points and are now 36.8 points below standard. Our next biggest sub-group, socioeconomically disadvantaged score increased by 12.6 points but are still 36.9 points below standard. Our English Learners also scored Low, 52.6 points below standard, but an increase of less than a point. Our Students with Disabilities scored at 91.4 points below standard, which was a significant increase of 24.4 points.

In regards to Race/Ethnicity, only our Latinx group was the only group large enough to be assigned a performance level. Our Asian population which was only 28 students, scored 3.2 points to now be at 9.1 points above standard, and our 16 African-American students scored 115.3 points below standard which was significant decrease of -24.4 points.

To improve our African American student performance in ELA we will work with The Village Method and our after school intervention partners to provide students targeted supports. For all groups we plan to monitor their performance on our online ELA intervention programs such as Accelerated Reader, IXL, and Newsela. We also plan on having our paraeducators work with students struggling with automaticity and word reading, addressing unfinished learning to move students forward in fundamental skills. Teachers will implement our new Benchmark/Adelante reading program as well, addressing a variety of targeted areas of reading skills and strategies.

2. In regard 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 decreased by over twenty points. Hispanic/Latino students increased by 8.4 points. Our current use of Lexia as our school wide English Language Arts intervention program helping to keep improvement on track.
3. Our English learners also improved on the English Language Arts section of the CAASPP. Our current English Learners increased by 13.5 points and are 97.4 points below standard. Reclassified English learners increased by 4.9 points and are 17.6 points above standard. English only students increased significantly by 17.4 points and are 24.3 points below standard. Students with disabilities are 91.4 points from standard.

School and Student Performance Data

Academic Performance Mathematics

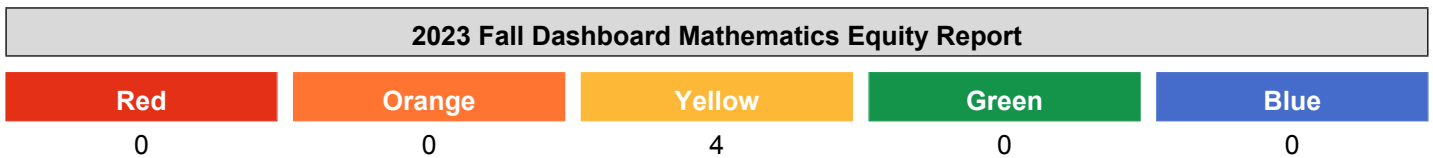
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.






Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”




This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Yellow	 Yellow	 No Performance Color
61.8 points below standard Increased +13.1 points	76.3 points below standard Increased +5.3 points	0 Students
341 Students	183 Students	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students 4 Students	 Yellow	 Yellow
	67.2 points below standard Increased Significantly +16.9 points	91.3 points below standard Increased Significantly +62.1 points
	272 Students	45 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
170.7 points below standard Decreased Significantly - 25.1 points 16 Students	Less than 11 Students 2 Students	16.8 points below standard Increased Significantly +37.1 points 28 Students	9.4 points above standard 11 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 64 points below standard Increased +12.6 points 261 Students	Less than 11 Students 8 Students	Less than 11 Students 6 Students	Less than 11 Students 10 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
107.5 points below standard Increased Significantly +21.5 points 113 Students	26 points below standard Increased +3.5 points 70 Students	58.4 points below standard Increased Significantly +25.2 points 120 Students

Conclusions based on this data:

- In Mathematics, we performed at 61.8 points below standard, which was an increase of 13.1 points. This performance placed us at an overall yellow.. Our English Learners scored at 76.3 points below standard, but was an increase of 5.3 points. Our Socioeconomically disadvantaged students scored at 67.2 points below standard, a significant increase of 16.9 points. Finally our Students with Disabilities scored Very Low at 91.3 points below standard which was a significant increase of 62.1 points. In regards to Race/Ethnicity our only sub group that received a performance level was our Latinx students who were 64 points below standard, an increase of 12.6 points. Our African-American and students scored 170.7 below standard which was a significant decrease -25.1 points. Our Asian students scored 16.8 points below standard which was a significant increase of 37.1 points. Our current English Learners scored 107.5 points below standard which was a significant increase of 21.5 points. Reclassified English Learners were 26 points below standard and increased by 3.5 points. English Only students scored 58.4 points below standard which was a significant increase of 25.2 points.
- In regards to race/ethnicity groups outcomes, two groups saw increases. Hispanic/Latino students increased by 12.6 points and our Asian students increased by 37.1 points. This indicates that our current mathematics intervention programs must focus on supporting all student populations as we don't one group that is above standard. Our African-American students whose achievement decreased significantly in mathematics will be focal group for our school. Classroom teachers will work with the The Village Method to ensure that our African-American students receive the support they need in mathematics they need.

3. Mathematics outcomes of our English Language Learners increased in all categories. All groups qualify for additional help through interventions with platforms such as IXL and programs such as Elevate we hope to see increases in all our scores.

School and Student Performance Data

Academic Performance English Learner Progress

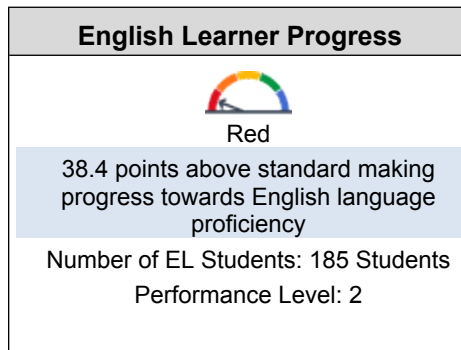
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

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

2023 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.

2023 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
36	78	0	71

Conclusions based on this data:

1. 38.4% of the English Learners made one of level growth. The majority of our EL students performed at a level 3.
2. 42.1% of the English Learners maintained their level.
3. 19.5% of the English Learners decreased by one level. We need to 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 Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

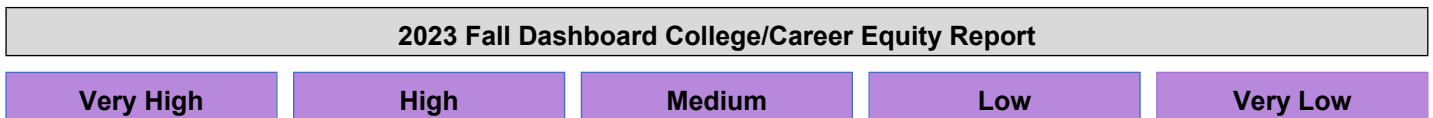
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

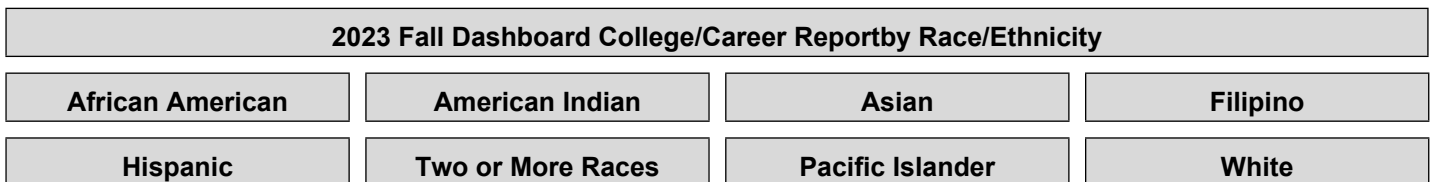
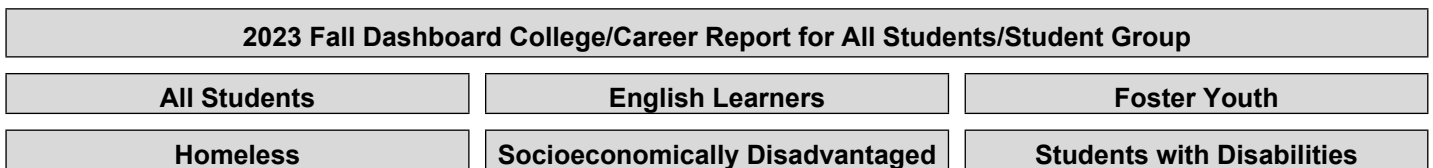
This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low
Lowest Performance
Low
Medium
High
Very High
Highest Performance

This section provides number of student groups in each level.



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



Conclusions based on this data:

1. N/A

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."






This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 Yellow 40.6% Chronically Absent Declined Significantly -16.2 679 Students	 Yellow 40.1% Chronically Absent Declined Significantly -19.5 304 Students	 No Performance Color 0 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
57.1% Chronically Absent 0 14 Students	 Yellow 40.7% Chronically Absent Declined Significantly -18.4 551 Students	 Orange 46.8% Chronically Absent Declined -17 77 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 72.7% Chronically Absent Declined -8.4 33 Students	Less than 11 Students 2 Students	 Yellow 18.2% Chronically Absent Declined -6.8 44 Students	36.4% Chronically Absent Declined -17.2 22 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 39.9% Chronically Absent Declined Significantly -17.2 531 Students	60% Chronically Absent Declined -8.2 20 Students	54.5% Chronically Absent Declined -39.6 11 Students	37.5% Chronically Absent Declined -9.2 16 Students

Conclusions based on this data:

1. We need to really improve our Chronic Absenteeism rate. As a school we are we have a very high rate of 40.6% of our students considered Chronically Absent. With less students contracting Covid in California, we hope that attendance patterns will begin to stabilize. In the meantime, attendance meetings, attendance notifications, and rewarding improved and high attendance should help to improve attendance.
2. All of our subgroups had declining chronic absenteeism. Our Latinx population had declined significantly by -17.2 points.
3. Overall, the rate of chronic absenteeism declined significantly by -16.2%.

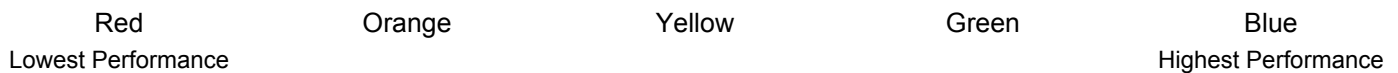
School and Student Performance Data

Academic Engagement Graduation Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

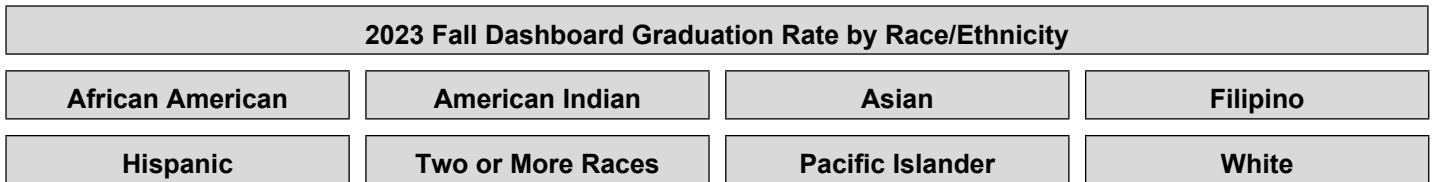
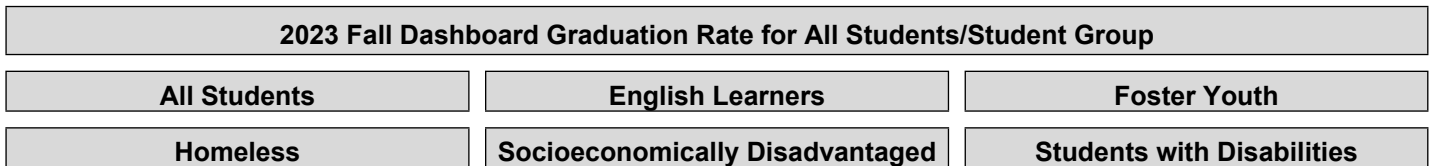
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



This section provides number of student groups in each level.



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



Conclusions based on this data:

1. N/A

School and Student Performance Data

Conditions & Climate Suspension Rate

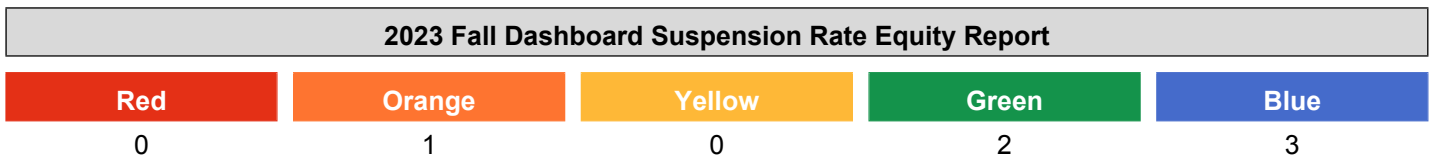
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."






This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
 Green 0.7% suspended at least one day Declined -0.4 694 Students	 Blue 0.6% suspended at least one day Declined Significantly -1 314 Students	 No Performance Color 0 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
0% suspended at least one day 14 Students	 Green 0.9% suspended at least one day Maintained 0.1 565 Students	 Blue 0% suspended at least one day Maintained 0 78 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 3% suspended at least one day Increased 3 33 Students	Less than 11 Students 2 Students	 Blue 0% suspended at least one day Maintained 0 46 Students	0% suspended at least one day Maintained 0 22 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 0.6% suspended at least one day Declined -0.9 536 Students	0% suspended at least one day Maintained 0 20 Students	7.7% suspended at least one day Increased 7.7 13 Students	0% suspended at least one day Maintained 0 22 Students

Conclusions based on this data:

1. There were declines in the percent of students suspended from the following groups: English Learners, Latinx, and overall school-wide. Our Asian, Filipino, White, Two or More races all maintained their numbers. African-American students saw an increase as did our Pacific Islander population. Asian, Filipino, Pacific Islander, Students with Disabilities, and White students had 0% suspended at least one day.

 Our Socioeconomically Disadvantaged students were considered Low as only 0.8% were suspended at least one day.

 Our two largest groups, Latinx and English Learners, were categorized as Medium due in part that each group had between 1.5-1.6% suspended at least one day.

 Our PBIS, along with our counselors and restorative practices are helping us to reduce the number of students suspended at Schafer Park. We will need to focus on our Tier 2 interventions to help us address the needs of our African-American and Pacific Islander students who saw an increase in suspension days.
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 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Deeper Learning -- Language and Literacy

Deeper Learning -- Language and Literacy: All students will receive literacy instruction that is tailored to their needs, through an equity lens, as measured on State (CAASPP ELA) and local assessments. Latinx, English Learner, Students with Disabilities, Socioeconomically Disadvantaged, and our African-American students will increase performance on CAASPP ELA by 3%.

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

At the beginning of the 2022-23 school year, we analyzed the most recent ELA/SLA scores (BPST, Fastbridge Screener, AR, Lexia, and CAASPP) to establish baseline academic levels for all students post pandemic. We will use this data as well current year data to plan instruction and intervention during the 2024-25 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, IXL, UFLI, 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 1st and 2nd grade students who need additional reading support may receive intervention from our reading specialist. 3rd-6th grade students who need support with reading fundamentals will work with our Literacy paraeducator.

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

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.

Anticipated annual growth for each group:

Based on the analysis of the CAASPP from 2021-22 and the Interim Assessment Blocks (IAB) ELA from 2023-2024, the expected growth for all students is to increase the school wide number of students meeting or exceeding standard by 3% in 2023-24. Growth towards these standards will be measured using multiple assessments (e.g. HUSD Benchmarks-6th grade, grade level formative assessments, Fastbridge assessments, Accelerated reader STAR assessments, SIPPS cycle assessments, UFLI assessments, CAASPP, and IABs and ongoing progress monitoring of student achievement).

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. Data from our reading interventions specialist will show student progress towards reading grade level text.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

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

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Schafer Park will provide teachers with additional collaboration time on a regular basis to analyze assessment data and determine next steps, including intervention/acceleration for students who would benefit from it, with a focus on equity for all students.	Latinx, English Learner, Students with Disabilities, Socioeconomically Disadvantaged, and our African-American students	76780.00 Title I 1000-1999: Certificated Personnel Salaries Reading Intervention Specialist Salary w/benefits 2000.00 LCFF Supplemental and Concentration Funds 4000-4999: Books And Supplies Instructional Materials 17856.23 LCFF Supplemental and Concentration Funds 1000-1999: Certificated Personnel Salaries Reading Intervention Specialist Salary w/benefits

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Overall the use of our online intervention platforms, our literacy paraeducator, and reading specialist demonstrated growth in the area of reading language arts. Most importantly we had concrete data to show student performance, usage, and growth.

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

We did have inconsistent usage of some the online programs. Students whose teacher consistently required them to use the programs saw growth every month while those who didn't saw minimal to no growth.

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

We are going to focus on less online intervention programs and more on person-to-person work. For the 24-25 school year we will only use the following online platforms: Accelerated Reader, IXL, and Newsela.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Deeper Learning -- Mathematics

Deeper Learning -- Mathematics: All students will receive mathematics instruction that is tailored to their needs, through an equity lens, as measured on State (CAASPP Math) and local assessments. Students with Disabilities, English Learners, Latinx, Socioeconomically Disadvantaged, and African-American sub groups will increase performance on CAASPP Math by 3%.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

At the beginning of the 2022-23 school year, we will analyze the most recent math scores (CAASPP, IABs, and district benchmarks) to establish baseline academic levels for all students post pandemic. We will use this data to plan instruction and intervention during the 2023-24 school year.

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

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 2023. 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.

Teachers will use Common Core Standards-Based curricular units.

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 math units (e.g. 6 weeks) that bounds the learning time for the unit and still allows for flexibility to meet student needs is given to teachers at the beginning of each year. This includes small group instruction time.

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,

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

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

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

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Schafer Park will provide teachers with additional collaboration time on a regular basis to analyze assessment data and determine next steps, including intervention/acceleration for students who would benefit from it.	All staff will participate in Math data talks that will focus on current student math learning trends and will allow an opportunity for staff to collaborate based on student work and establish collaborative teacher practices along with staff-determined student math learning goals.	727.01 LCFF Supplemental and Concentration Funds 4000-4999: Books And Supplies Instructional Materials

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The use of CAASPP, Dreambox, and district benchmarks gave us valuable information in regards to student progress and performance. This allowed to provide intervention to students that needed it during the day and afterschool.

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

We had issues of implementation consistency. Also there is currently no district Benchmark exam for grades 3-5.

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.

Moving forward we will focus on IXL, CAASPP results, and current district benchmarks for data for the 24-25 school year. . In regards to intervention we will use the YEP Elevate Math program.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Deeper Learning -- English Language Development

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

We used the 2021-22 and 2022-23 ELPAC scores. At the beginning of the 2023-24 school year, we will analyze the most recent ELPAC scores and local data (BPST, SIPPS, and Writing) to establish baseline academic levels of EL students post pandemic. We will use this data to plan instruction and intervention for ELs during the 2023-24 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 as possible before they go to middle school.

Anticipated annual growth for each group:

By Spring 2024, 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.

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

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%. Beginning with 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.

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

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

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

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures

<p>3.1</p>	<p>Schafer Park will provide teachers with additional collaboration time for teachers to plan Integrated and Designated ELD to fully support students' language proficiency and access to the content.</p> <p>Schafer Park will provide small group instruction in both English and Spanish using reading intervention programs.</p> <p>Schafer Park will provide an online intervention program for newcomers.</p>	<p>Schafer Park will provide teachers with additional collaboration time for teachers to plan Integrated and Designated ELD to fully support students' language proficiency and access to the content.</p>	<p>11681.39 LCFF Supplemental and Concentration Funds 2000-2999: Classified Personnel Salaries Bilingual/Biliterate Paraeducator, Classified salary with benefits 1288.37 LCFF Supplemental and Concentration Funds 4000-4999: Books And Supplies Instructional Materials 5000.00 LCFF Supplemental and Concentration Funds 4000-4999: Books And Supplies Newcomer Materials 5000.00 LCFF Supplemental and Concentration Funds 4000-4999: Books And Supplies Dual Language Spanish Assessment Materials</p>
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Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

For the 24-25 school year our bilingual/biliterate paraeducator works with small groups of students in grades Kindergarten to 2nd grade. Most if not all students, demonstrate growth in Spanish language arts. Next we want to expand her reach to 4th grade.

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

For the 24-25 we will no longer use Lexia English which which is specifically designed of English Learner students. Instead we plan to use a Newcomer program as well as SIPPS, Systematic ELD, and Forms and Functions for Spanish.

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.

For the 24-25 school year our bilingual paraeducator with the guidance from classroom teachers will work with students to increase English language acquisition.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Deeper Learning -- Visual and Performing Arts

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The use of Visual and Performing Arts in the classroom allows teachers to integrate art with all curricular areas. Motivating students through the visual and performing arts will allow them to gain a better knowledge of artistic techniques and open them up to varied perspectives, supporting the development of expanded critical thinking skills and creativity.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Winter and Spring Performances	Number of students who participate in the performances.	Growth of 3%
Students participating in instrumental music	Number of students who take instrumental music	Growth of 3%
Students participating in monthly art activities	Number of visits from the Art teacher in residence to each classroom.	Baseline

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Schafer Park will promote arts integration by hosting performances, showcasing student work, providing teachers with arts integration professional development, offering additional sections, and offering after school enrichment opportunities.	All students will be served by this strategy/activity	

4.2	In addition to the activities listed above we have completed a Prop 28 Art And Music In Schools Plan for 2024-2025 school year	All students will be served by this strategy/activity	
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Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

This is a new goal for the 24-25 school year. Our School Site Council voted to have a part time Art teacher in residence that we will share with another school.

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

We will be able to discuss this throughout the 24-25 school year.

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

Changes may happen next year and will be described here.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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

Relationship-Centered Schools -- School Climate and Social-Emotional Learning (SEL):

All students will have access to a safe and welcoming school environment. The school will promote a focus on the whole child by ensuring that all students have access to SEL-related programs either through stand-alone SEL curriculum or culture/climate initiatives. We will broaden our use of Solutions Team and Ally Week to promote school-wide inclusion. All student groups will report a 5% increase in feelings of school connectedness on the California Healthy Kids Survey (CHKS). The school will determine how to measure student growth in SEL based on the SEL-related strategies the site implements. We will look at SWIS behavioral data and how many Panther Prides are distributed.

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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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 2014-2023 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. As students returned to in person classes we had many absences. Students are still getting back into the swing of things at school.

Suspensions

- 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.
- 21-22 school year we had 5 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.
- 2021-22 we had 3 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 10 years, we have had no expulsions.

Our African-American and Pacific Islander students have the highest percentage of suspension at our school. In order to remedy this we've partnered with The Village Method as well fortified our Tier 2 strategies to find alternatives to suspension.

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 student

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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 2023-24 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 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)

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:

Students will feel part of the Schafer Park community.

- Through assemblies, after school events in conjunction with the PTA, SEL lessons and activities.
- Daily announcements during Black History Month
- African American Student Achievement Initiative events

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.

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

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

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Healthy Kids Survey	Percentage of students who feel connected to the school	Increase by 5%
California Dashboard - Suspensions	2022 Data on the number of students suspended	Reduce by 5%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
5.1	Schafer Park will provide teachers and staff with additional resources and professional development in Social-Emotional Learning practices.	All students will participate SEL lessons and activities that will result in more connectedness.	5000.00 LCFF Supplemental and Concentration Funds 4000-4999: Books And Supplies African American Achievement and Engagement, Books, materials, and supplies

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Implementation this year was quite effective. We had several attention grabbing assemblies with solid messages regarding safety, self-care, self-love, pride, and understanding,

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

Incentives for PBIS and Panther Prides need to be purchased on a regular bases as students become unmotivated by the same prizes.

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.

Continue to work with AASAI families to submit an application for the FEAP grant. Work in conjunction with Safe Routes to School of Alameda County for their assemblies on safety.

Goals, Strategies, & Proposed Expenditures

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

Goal 6

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Relationship-Centered Schools -- Parent Engagement

Relationship-Centered Schools -- Parent Engagement: Schafer Park will increase the number of parents participating in school activities, including parent advocacy groups, and Coffee with the Principal, by 10%.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Relationship-Centered Schools -- Parent Engagement: Schafer Park will increase the number of parents participating in school activities, including parent advocacy groups, and Coffee with the Principal, by 10%

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The more parents are involved in their child's education the more connected the family is to the school. We want real world connections to the school in the form of volunteering. We instituted a 10 hour volunteer minimum to be able to attend field trips.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Attendance at School Events and Meetings	Previous years number	Growth of 10% more participation
Parents Needing Translation Services for Conferences and childcare for meetings.	Previous years number	Growth of 5%
Number of parent volunteers who complete the 10 hour minimum volunteer	Previous years number	Growth of 5%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
6.1	Schafer Park will provide additional options and opportunities for parents to participate in school activities by offering more flexible timing, translation for parents, and more emphasis on parent-requested topics of discussion.	All student outcomes will benefit from increased parent participation.	1000.00 LCFF Supplemental and Concentration Funds 2000-2999: Classified Personnel Salaries Childcare/Conference Translations, Classified Salaries w/benefits

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

For the 24-25 school year one strategy that has been quite effective this year was having parents complete 10 volunteer hours to attend a field trip. We've seen an upsurge in the number of parents working school events and in the classroom. Also for next year we'd like to provide teachers with monthly updates as to parent volunteer hours and announce through our newsletter classes with the most volunteer hours.

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

For the 23-24 school year we allocated \$2000.00 for childcare and translation services, but have only used \$500 thus far. We see the need is still there as much as we needed in past years. Living in the Bay Area has made it almost a requirement that both parents must work.

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.

For the 24-25 school year through our Family Engagement Specialist we will track translation, childcare, volunteer hours, and meeting attendance monthly.

Goals, Strategies, & Proposed Expenditures

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

Goal 7

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Relationship-Centered Schools -- Attendance and Chronic Absenteeism

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Our school wide attendance goal is a 95% attendance rate. Students can't learn if they're not in school. We need to reduce chronic absenteeism especially within our subgroups with the highest percentage such as our African American, homeless, and students with disabilities.

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' ability to participate (tech, health, financial, etc.). We will closely monitor the attendance of students at the beginning of the 2023-24 school year and begin outreach immediately when any negative trends in attendance are noticed. The overall rate of chronic absenteeism was 10% for the 2023-24 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

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
A2A reports of Chronic absenteeism	2023-24 Reports will give us our baseline	Decrease of Chronic absenteeism by 5%
Monthly Infinite Campus Attendance reports	2021-2022 will serve as the baseline as that was the first year we returned from the pandemic	Increase of monthly attendance at each grade level by 1% each year until we reach 95%.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
7.1	Schafer Park staff will collaborate with the district's Child Welfare and Attendance division to reduce families' barriers to attendance, including early intervention and COST services.	Our current data shows that most of our students need to improve their attendance.	
7.2	<p>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 2023-24 school year, our goal is to achieve 95% attendance school-wide and decrease chronic absenteeism overall from 10% to 8%.</p> <p>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</p> <p>Students will be recognized for perfect attendance</p> <ul style="list-style-type: none"> • Certificates • Key chain awards for each month they have perfect attendance • Perfect attendance pencils <p>Monthly grade level attendance competitions Grade level recognition of highest attendance percentage. Recognition for students with improved attendance</p> <p>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.</p> <p>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%.</p> <p>Means of evaluating progress toward this goal:</p>	All students	

	<p>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, Fast bridge Screener, reading assessments, AR STAR Math assessment, and BPSTIII in Kindergarten to 2nd grades.</p>		
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Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

For the 24-25 school year students and families will be motivated to get monthly and trimester prizes or rewards for improved and perfect attendance. Grade level competition for best attendance should motivate students to attend.

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

For the 24-25 school year Implementation of these strategies is fine, but in reality parents are responsible for bringing students to school on time and every day. If attendance isn't important to them all are strategies will be useless. In those cases that is when we begin to move towards Student Attendance Review Board (SARB).

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.

For the 24-25 school year one change we will implement moving forward is when we have school level truancy meetings with parents we will include academic data to highlight the fact that students can't learn if they're not at school. .

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$126,333.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$76,780.00

Subtotal of additional federal funds included for this school: \$76,780.00

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

State or Local Programs	Allocation (\$)
LCFF Supplemental and Concentration Funds	\$49,553.00

Subtotal of state or local funds included for this school: \$49,553.00

Total of federal, state, and/or local funds for this school: \$126,333.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF	47,697.00	47,697.00
Title I	120,975.00	44,195.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental and Concentration Funds	49,553.00
Title I	76,780.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	94,636.23
2000-2999: Classified Personnel Salaries	12,681.39
4000-4999: Books And Supplies	19,015.38

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration Funds	17,856.23
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration Funds	12,681.39
4000-4999: Books And Supplies	LCFF Supplemental and Concentration Funds	19,015.38
1000-1999: Certificated Personnel Salaries	Title I	76,780.00

Expenditures by Goal

Goal Number
Goal 1
Goal 2
Goal 3
Goal 5
Goal 6

Total Expenditures
96,636.23
727.01
22,969.76
5,000.00
1,000.00

School Site Council Membership

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

- 1 School Principal
- 4 Classroom Teachers
- 1 Other School Staff
- 6 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Jocelyn Ayala-Castro	Other School Staff
Rafael Flores Jr.	Principal
Dean Dizikes	Classroom Teacher
Alan Pickering Walters	Classroom Teacher
Piet Bess	Classroom Teacher
Amanda Bramlett	Classroom Teacher
Araceli Orozco	Parent or Community Member
Elena Lepe	Parent or Community Member
Darneisha Johnson	Parent or Community Member
Sherry Alba	Parent or Community Member
Vacacncy	Parent or Community Member
Ana Garcia	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



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 5/7/24.

Attested:



Principal, Rafael Flores Jr. on 5/7/24



SSC Chairperson, Darneisha Johnson on 5/7/24