

Schafer Park Elementary School

2023-2024 School Accountability Report Card

(Published During the 2024-2025 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 School Contact Information

School Name	Schafer Park Elementary School
Street	26268 Flamingo Ave.
City, State, Zip	Hayward, CA 94544
Phone Number	(510) 723-3895
Principal	Rafael Flores Jr.
Email Address	rfloresjr@husd.k12.ca.us
School Website	https://schafer.husd.us/
Grade Span	K-6
County-District-School (CDS) Code	01611926001135

2024-25 District Contact Information

District Name	Hayward Unified School District
Phone Number	(510) 784-2600
Superintendent	Dr. Jason Reimann
Email Address	jreimann@husd.k12.ca.us
District Website	www.husd.k12.ca.us

2024-25 School Description and Mission Statement

Schafer Park's mission is simple, "We Educate Students for Success." We strive to ensure that all our students develop academic proficiency and confidence ensuring opportunities and success in college and in a global economy. We are dedicated to improving student performance by adapting our current teaching practices to deliver a curriculum that is culturally responsive and meets the needs of our students as we prepare them with twenty-first-century skills. This requires a collaborative effort from the administration, teachers, parents, and the community who will make decisions that continue to support the transformation of the existing infrastructure. We continue to hold ourselves accountable and monitor our progress towards meeting our goals and exceeding expectations.

2024-25 School Description and Mission Statement

We are a community committed to the success of every student. Our school vision is the embodiment of those ideals. Our vision: "Schafer Park: A community of learners, engaged, empowered, motivated, and always moving forward."

In working towards implementing HUSD's Strategic Plan at Schafer Park we are at varying stages of development:

As a Dual Language Immersion school we take pride in that our students will leave proficient in both English and Spanish.

Deeper Learning: Schafer Park teachers participate in professional development that focuses on student engagement, culturally responsive teaching, and equity.

Relationship-Centered Schools: Through our COST team students' social emotional needs are being met. We currently have two counselors on site that provide individual and group counseling. Our counselors also provide teachers training in restorative practices. As a site we continue to explore Socio-Emotional Learning strategies.

Service Excellence: As a community entity our goal is to provide the best customer service possible and build an environment where all feel welcomed.

Operational Sustainability: At Schafer Park our goal is to have a clean and welcoming campus where all students are proud to be. Another goal is for Panthers to utilize technology on a daily basis to learn and improve their skill set.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	99
Grade 1	89
Grade 2	95
Grade 3	90
Grade 4	83
Grade 5	83
Grade 6	84
Total Enrollment	623

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	54.6
Male	45.4
American Indian or Alaska Native	0.3
Asian	5
Black or African American	3.5
Filipino	3.9
Hispanic or Latino	79.9
Native Hawaiian or Pacific Islander	1.8
Two or More Races	2.4
White	2.7
English Learners	37.4
Homeless	1.4
Migrant	4.5
Socioeconomically Disadvantaged	79.8
Students with Disabilities	10.3

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	29.20	87.98	816.80	82.14	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	28.40	2.86	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.00	9.01	81.30	8.18	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.00	3.00	33.60	3.38	12115.80	4.41
Unknown/Incomplete/NA	0.00	0.00	34.00	3.43	18854.30	6.86
Total Teaching Positions	33.20	100.00	994.30	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	29.30	87.99	841.90	83.53	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	23.40	2.33	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.00	5.99	62.20	6.18	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	21.80	2.17	11953.10	4.28
Unknown/Incomplete/NA	2.00	5.99	58.30	5.79	15831.90	5.67
Total Teaching Positions	33.30	100.00	1007.90	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	28.30	87.62	806.00	82.08	231142.40	83.24
Intern Credential Holders Properly Assigned	0.00	0.00	18.50	1.89	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.00	6.19	71.20	7.26	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	26.60	2.71	11746.90	4.23
Unknown/Incomplete/NA	2.00	6.19	59.50	6.06	14303.80	5.15
Total Teaching Positions	32.30	100.00	982.00	100.00	277698.00	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	2.00	1
Misassignments	3.00	0.00	1
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	3.00	2.00	2

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	1.00	0.00	0
Total Out-of-Field Teachers	1.00	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	9.60	0	3.3
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.50	0	2.7

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected: January 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	TK: Benchmark Ready to Advance Transitional Kindergarten and Listos y Adelante Transitional Kindergarten, c2018 K-6th Grade: Benchmark Advance California Edition, Advance/Adelante, c2017 (English & Spanish); E.L. Achieve Creating Effective Systems for English Learners (English) c2018	Yes	0%
Mathematics	K- 5 Grade: Houghton Mifflin Harcourt, Math Expressions, c2015 (English & Spanish) 6th Grade: Glencoe/McGraw Hill, California Math Course 1, c2015	Yes	0%
Science	K-5th Grade: Pearson Scott Foresman, Pearson Scott Foresman California Science, c2008 (English & Spanish) 6th Grade: Pearson Scott Foresman, Pearson Scott Foresman California Science, Focus on Earth Science, c2008 (English & Spanish)	Yes	0%
History-Social Science	K-5: Pearson Scott Foresman, Scott Foresman History-Social Science for California, c2006 (English & Spanish) 6th Grade: Holt, Rinehart & Winston, Holt California Middle School Social Studies, Ancient Civilizations, c2006 (English & Spanish)	Yes	0%

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

General: The district places a strong emphasis on ensuring that all schools are safe, clean, environmentally friendly, mechanically functional and inviting for students, staff members, and the community. To assist in this effort, the district utilizes the Facility Inspection Tool (FIT) developed by the State of California OPSC and local operations department developed inspection survey methods to keep facilities in compliance with all federal and state health and safety regulations. The district regularly inspects and reviews the condition of the school facilities and surrounding grounds. The district places the highest priority on those safeguards that impact the fire, life and safety protection of the students, staff, and school buildings. Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

Age of School Buildings: The new campus at Schafer Park was constructed in 2012. This school has thirty-four (34) permanent classrooms, a multipurpose room, a locker room, a library, an outdoor eating area and an administration building.

Maintenance and Repair: District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order system process is used to ensure efficient service and highest priority is given to emergency repairs. At the time of publication, 100% of the school's restrooms on campus were in good working order.

Cleaning Process and Schedule: The district has developed cleaning standards and schedules for all schools in the district. A summary of these standards and schedules is available at the school or the Maintenance & Operations office. The principal, with the guidance of the Facilities, Maintenance, Operations and Transportation (FMOT) Department works daily with the custodial team to ensure that the cleaning standards are met, and that classrooms, restrooms, and campus grounds are kept clean, safe, and well-maintained.

Modernization Projects: Since 2019, local bond funds (Measure H) are being used to complete various modernization and infrastructures projects throughout HUSD. At Schafer Park Elementary these projects have included exterior painting of the school campus. All work described was completed by the end of the 2022 summer period.

Year and month of the most recent FIT report

January 2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical		X		
Restrooms/Fountains: Restrooms, Sinks/ Fountains			X	
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	35	40	35	32	46	47
Mathematics (grades 3-8 and 11)	23	26	20	20	34	35

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	341	332	97.36	2.64	39.58
Female	188	182	96.81	3.19	42.31
Male	153	150	98.04	1.96	36.24
American Indian or Alaska Native	--	--	--	--	--
Asian	20	20	100.00	0.00	40.00
Black or African American	13	12	92.31	7.69	8.33
Filipino	--	--	--	--	--
Hispanic or Latino	274	266	97.08	2.92	41.51
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	114	109	95.61	4.39	12.04
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	279	274	98.21	1.79	37.73
Students Receiving Migrant Education Services	25	25	100.00	0.00	44.00
Students with Disabilities	36	35	97.22	2.78	11.43

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	340	333	97.94	2.06	25.53
Female	187	183	97.86	2.14	21.86
Male	153	150	98.04	1.96	30.00
American Indian or Alaska Native	--	--	--	--	--
Asian	20	20	100.00	0.00	30.00
Black or African American	13	12	92.31	7.69	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	273	267	97.80	2.20	26.22
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	113	110	97.35	2.65	12.73
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	279	275	98.57	1.43	22.91
Students Receiving Migrant Education Services	25	25	100.00	0.00	16.00
Students with Disabilities	36	34	94.44	5.56	8.82

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	15.38	27.16	16.99	18.04	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	82	81	98.78	1.22	27.16
Female	53	52	98.11	1.89	25.00
Male	29	29	100.00	0.00	31.03
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	63	62	98.41	1.59	24.19
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	19	18	94.74	5.26	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	63	63	100.00	0.00	26.98
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	99%	99%	99%	99%	99%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement

At Schafer Park Elementary we have many opportunities for parental involvement. First, we have our Parent Center which is a place for parents to network, learn about nutrition, attend important workshops, attend meetings, organize events, and exercise. Our Schafer Park PTA puts on cultural and educational events, but most importantly fund raises to supplement our school program with field trips, assemblies, transportation, online programs, and educational events. Our School Site Council (SSC) is a group of parents, teachers, staff, and the principal who review categorical budgets and school wide programs, as well as approve the Single Plan for Student Achievement to ensure student academic success. The English Learner Advisory Committee (ELAC) is a group of parents whose children are primarily English Language Learners (ELL), but not exclusive to that group. ELAC meets to review information and programs for ELL students and makes recommendations to the SSC in regards to their needs.

Another opportunity for involvement is the Site Based Decision Making (SBDM) group. This group meets to discuss site issues that have school wide impact, such as day to day operations. The African American Student Achievement Initiative (AASAI) group works on networking, putting on family events, and bringing in guest speakers, all in effort to strengthen our African American school community. Our Community Involvement Committee also puts on events such as Family Math Night, Talent Show, Musicals, and Science Fair. In the 24-25 school year we established our Asian American-Native Hawaiian-Pacific Islander (AANHPI) as well our Latinx groups that work towards promoting cultural events, facilitate networking, and building in overall stronger community. Every month we have Coffee with the Principal and/or Pizza with the Principal where the principal discusses school wide issues with parents. There's also time given to parents to bring up any issues they may have. Our Family Engagement Specialist(FES) works with our Parent Ambassadors to promote parent participation in school activities and initiatives. Finally, parents are welcomed to volunteer in class, attend field trips or work in the classroom, but they must first complete the district volunteer process. Our Community Schools Team is a team of students, parents, teachers, staff, and administration who use our funding towards improving and addressing the needs of our families.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	674	655	157	24.0
Female	364	355	81	22.8
Male	310	300	76	25.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	33	33	5	15.2
Black or African American	22	22	14	63.6
Filipino	28	26	4	15.4
Hispanic or Latino	539	525	122	23.2
Native Hawaiian or Pacific Islander	12	12	2	16.7
Two or More Races	16	16	3	18.8
White	19	16	6	37.5
English Learners	307	299	77	25.8
Foster Youth	--	--	--	--
Homeless	13	12	6	50.0
Socioeconomically Disadvantaged	548	533	140	26.3
Students Receiving Migrant Education Services	32	32	8	25.0
Students with Disabilities	79	78	22	28.2

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
1.11	0.72	1.63	3.78	4.9	5.4	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0.03	0.07	0.1	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.63	0.00
Female	0.00	0.00
Male	3.55	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	13.64	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.48	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	1.63	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.82	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.53	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

At the time of the latest review of the Comprehensive School Site Safety Plan, all revisions have been communicated to both the classified and certificated staff. Our most recent plan was approved by our School Site Council at our December, 2024 meeting. The school's disaster preparedness plan includes steps to ensure student and staff safety during a disaster. Fire,

2024-25 School Safety Plan

disaster, shelter in place, and lock down drills are conducted on a regular basis.

Safety is a high priority because it is essential to ensure a successful and healthy educational environment. Students are supervised throughout the day by teachers, administrators, and yard duty supervisors. There is a designated area for student drop off and pick up. Visitors need to check in the front office and receive a badge.

Fire, disaster, and lockdown drills are conducted on a regular basis throughout the school year so that all staff and students are familiar with what steps to take in an event of an emergency. The school is using an online application called Share911 to communicate with staff during emergencies. This online safety app is also used to coordinate safety/disaster drills.

Our school has an active School Safety Committee that includes administrators, teachers, maintenance, school supervisors, and other staff members. The committee works together in forming and revising the school safety plan as well as responding to day-to-day safety issues. At the time of the latest review of the School Site Safety Plan, all revisions were communicated to both the classified and certificated staff.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	2	4	
1	23		4	
2	17	2	3	
3	22	1	3	
4	24		4	
5	16	2	3	
6	23	1	2	
Other	16	2	1	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	2	3	
1	19	2	3	
2	23		4	
3	21	2	2	
4	24		3	
5	19	1	2	
6	20	1	3	
Other	20	1	2	

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	2	2	
1	22	1	3	
2	23		4	
3	22		4	
4	22	2	1	
5	27		2	
6	18	1	3	
Other	13	3	2	

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	623

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	5.4

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$14,811	\$7,030	\$7,781	\$94,968
District	N/A	N/A	\$7,882	\$107,337
Percent Difference - School Site and District	N/A	N/A	-1.3	-12.2
State	N/A	N/A	\$10,771	\$97,756
Percent Difference - School Site and State	N/A	N/A	-32.2	-2.9

Fiscal Year 2023-24 Types of Services Funded

At Schafer Park we provide several supports to students and their families. A large percentage of our categorical funds go towards personnel whose specific roles are to work with students to improve their academic outcomes. We have a reading intervention specialist and a bilingual/biliterate paraeducator who provide intervention for our 1st and 2nd graders, as well as our newcomers in English and Spanish. A percentage of our funds go towards workshops and educational programming. Funds are used to pay for the STAR Assessments from the Accelerated Reader program which provides us information such as a student's reading/math level in both English and Spanish. We also fund books/magazines and instructional materials.

We use our discretionary funds to purchase school supplies and copy paper. .

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$74,517	\$59,551
Mid-Range Teacher Salary	\$104,084	\$93,855
Highest Teacher Salary	\$124,131	\$120,219
Average Principal Salary (Elementary)	\$164,210	\$151,525
Average Principal Salary (Middle)	\$171,438	\$158,215
Average Principal Salary (High)	\$180,194	\$171,087
Superintendent Salary	\$314,081	\$300,043
Percent of Budget for Teacher Salaries	34.34	31
Percent of Budget for Administrative Salaries	5.9	4.91

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

For the past three years Schafer Park has focused on Cycles of Inquiry in Math and Reading Comprehension. For the 24-25 school year are focus areas are mathematics and all the writing genres as described by the California Common Core Standards.

As part of the growth process, opportunities for training and staff development are provided at both the district and individual school sites to administrators, teachers, and classified staff. The district offered over three staff development days in 2024-25 school year.

This school year HUSD continued to provide all employees training in Anti-Bias/Anti-Racist and equity. We are now working on further implementation of our AB/AR training through staff develop focused on anti-blackness, hate speech, and culturally responsive/inclusive lesson planning..

At Schafer Park teachers focus on strengthening our professional learning community by completing 1 cycle of inquiry during the year. Teachers have release time to focus on other school initiatives such as our developing Dual Language Immersion program and implementing our new math curriculum.

Our PBIS staff leads are working on further developing our Tier 2 and 3 responses.

For the past 2 years we have implemented Math Workshop school-wide. We've used release days, professional development days, minimum days and PLC meeting time to focus implementation and growth.

As a staff we are also working on the implementation of the Science of Reading and how it looks in both Sheltered English Immersion (SEI) and Dual Language Immersion (DLI) classrooms.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3