



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	05/06/2025	06/25/2025

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 16, 2025

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 content standards 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 strategies and writing genres as outlined by the California Common Core Standards.
- 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 95% 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), Asian American, Native Hawaiian, and Pacific Islander (AANHPI), Chicanx/Latinx Forum (CLF), 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 Google Meets.

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 Language Arts we received an "Orange" performance category. As a school we scored 31.2 points below standard. In mathematics we also received an "Orange" as we scored 59.8 points below standard. Finally we received an "Orange" for suspensions at our rate increased by 0.9%.

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.

In regards to English Language Arts and Mathematics our only student group that scored in the "Red" was our Students with Disabilities. In English Language Arts they scored 105.6 points below standard which was a decrease of 14.2 points. In mathematics they scored 121.8 points below standard which declined by 30.5 points. Our English Learners and Socioeconomically disadvantaged groups scored in "Orange" for English Language Arts. For mathematics our Socioeconomically disadvantaged group scored at the "Orange" level. In the section under Climate, for Suspensions the following groups scored at the Orange level: English Learners, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities.

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.

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		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.30%	0.31%	0.32%	2	2	2
African American	5.36%	4.52%	3.53%	36	29	22
Asian	6.85%	6.54%	4.98%	46	42	31
Filipino	4.17%	3.27%	3.85%	28	21	24
Hispanic/Latino	76.49%	79.13%	79.94%	514	508	498
Pacific Islander	1.93%	1.56%	1.77%	13	10	11
White	1.93%	2.02%	2.73%	13	13	17
Two or More Races	2.08%	2.18%	2.41%	14	14	15
Not Reported	0.89%	0.47%	0.48%	6	3	
Total Enrollment				672	642	623

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	115	106	77
Grade 1	92	95	89
Grade 2	85	90	95
Grade3	93	82	90
Grade 4	96	91	83
Grade 5	97	89	83
Grade 6	94	89	84
Total Enrollment	672	642	623

Conclusions based on this data:

1. The 21-22 school year was our return to in person instruction. Due to parent concerns and the pervasive nature of Covid 19 many families elected not to send their children to school. Other families who moved out of the area during online instruction did not return to Hayward for in person instruction. 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. In 23-24 we continued to decrease in numbers, but the total amount was much less than in previous years.

2. Our African-American, Asian, and Filipino populations decreased over the three year period, while both our White and Hispanic/Latinx populations increased percentage points in regards to the overall school population.
3. In the past three years we've seen an enrollment drop of 50 students. Analysis of the data shows that less students are registering at Schafer Park each year.

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		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	265	247	233	39.4%	38.5%	37.4%
Fluent English Proficient (FEP)	144	152	148	21.4%	23.7%	23.8%
Reclassified Fluent English Proficient (RFEP)	99	107	108	14.7%	16.7%	17.3%

Conclusions based on this data:

1. The percent of English Learners decreased over the last three years from 265 to 233 ELs. The percentage of English Learners has stayed consistent over the three years, only down 2%.
2. Our Fluent English Proficient (FEP) students grew over all as percentage of our student population, from 21.4% to 23.8%.
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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	101	90	90	92	86	89	91	86	88	91.1	95.6	98.9
Grade 4	98	92	87	96	91	82	96	91	82	98.0	98.9	94.3
Grade 5	94	92	82	90	90	81	90	90	81	95.7	97.8	98.8
Grade 6	96	91	82	94	89	80	94	88	80	97.9	97.8	97.6
All Grades	389	365	341	372	356	332	371	355	331	95.6	97.5	97.4

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2391.	2397.	2390.	16.48	16.28	11.36	21.98	18.60	30.68	19.78	32.56	21.59	41.76	32.56	36.36
Grade 4	2428.	2443.	2426.	13.54	19.78	15.85	23.96	19.78	18.29	17.71	21.98	14.63	44.79	38.46	51.22
Grade 5	2461.	2460.	2483.	11.11	12.22	17.28	22.22	20.00	23.46	26.67	23.33	27.16	40.00	44.44	32.10
Grade 6	2484.	2501.	2512.	4.26	13.64	10.00	27.66	21.59	31.25	30.85	34.09	30.00	37.23	30.68	28.75
All Grades	N/A	N/A	N/A	11.32	15.49	13.60	23.99	20.00	25.98	23.72	27.89	23.26	40.97	36.62	37.16

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	12.22	16.28	7.95	56.67	53.49	62.50	31.11	30.23	29.55
Grade 4	11.46	9.89	8.54	61.46	63.74	57.32	27.08	26.37	34.15
Grade 5	11.11	10.00	12.35	58.89	58.89	62.96	30.00	31.11	24.69
Grade 6	8.51	17.05	12.50	56.38	54.55	56.25	35.11	28.41	31.25
All Grades	10.81	13.24	10.27	58.38	57.75	59.82	30.81	29.01	29.91

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	14.94	15.12	9.20	54.02	51.16	57.47	31.03	33.72	33.33
Grade 4	5.26	7.78	12.20	67.37	66.67	43.90	27.37	25.56	43.90
Grade 5	7.78	10.00	17.28	55.56	50.00	54.32	36.67	40.00	28.40
Grade 6	4.26	12.94	17.50	52.13	44.71	51.25	43.62	42.35	31.25
All Grades	7.92	11.40	13.94	57.38	53.28	51.82	34.70	35.33	34.24

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	8.05	3.49	12.50	74.71	69.77	68.18	17.24	26.74	19.32
Grade 4	8.33	10.99	7.32	67.71	67.03	73.17	23.96	21.98	19.51
Grade 5	10.00	11.11	12.35	76.67	62.22	71.60	13.33	26.67	16.05
Grade 6	5.32	17.05	10.00	76.60	69.32	71.25	18.09	13.64	18.75
All Grades	7.90	10.70	10.57	73.84	67.04	71.00	18.26	22.25	18.43

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	7.69	9.30	9.09	63.74	65.12	61.36	28.57	25.58	29.55
Grade 4	10.42	12.09	10.98	71.88	68.13	62.20	17.71	19.78	26.83
Grade 5	8.89	14.44	13.58	62.22	63.33	65.43	28.89	22.22	20.99
Grade 6	10.64	15.91	18.75	67.02	67.05	62.50	22.34	17.05	18.75
All Grades	9.43	12.96	12.99	66.31	65.92	62.84	24.26	21.13	24.17

Conclusions based on this data:

1. According to the CAASPP data, we have a few areas of need. For example, in the area of Research/Inquiry, the percentage of students scoring below standard increased overall, in particular in 3rd and 4th grades. This is also true in the area of reading, where we went from 29.01% of students scoring below standard to 29.91%. Due to these results staff focused on giving an on-demand IAB assessment that would mimic the SBAC exam. For the

24-25 and 25-26 school year we will focus on creating proficient writers by using the a combination of the HUSD Writing Pacing Guides and Benchmark materials. We also plan on once a trimester on demand writing assessments. In regard to research/inquiry, staff will focus on using non-fiction texts so that students can extrapolate information from a series of connected articles to use in their writing. Staff will have opportunities to calibrate student writing via trimester release time.

2. The claim in which we saw the most growth was in listening: demonstrating effective communication skills. Over the past two years the percentage of students scoring at /near or above standard increased by 4.53% with 3rd and 5th grades seeing the largest gains. In the area of reading we saw an increase in students scoring at or near standard. We went from 57.75% in 22-23 to 59.82% in 23-24.. Also in this area we saw a decrease in the percentage of students scoring above standard by 3%. The percentage of students scoring above standard in writing, listening, and research/inquiry increased over a three year span, 6.02%, 2.67%, and 3.56% respectively. As a school, we are using multiple measures to assess student progress. Our focus will continue to work on implementing our district adopted Benchmark/Adelante curriculum, literacy screener, and our Accelerated Reader STAR test results.
3. In regard to our overall achievement in English Language Arts over the past two years, we maintained the percentage of students taking and completing the test from 97.5% to 97.4%. Another positive sign of growth was the fact that the percentage students scoring at or above standard increased by 4.09% over the 22.23 school year. Our 3rd grade students scored the highest, with 42.04% students scoring at or above the standard. 5th grade had the largest growth in the percentage of students scoring at or above standard from the 22-23 to 23-24 school year. 3rd, 5th, and 6th all had gains over 5% in the percentage of students scoring at or above standard. 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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	101	90	90	91	86	89	90	86	89	90.1	95.6	98.9
Grade 4	98	91	86	93	90	84	93	90	84	94.9	98.9	97.7
Grade 5	94	92	82	92	89	80	92	89	80	97.9	96.7	97.6
Grade 6	96	91	82	94	89	80	94	89	80	97.9	97.8	97.6
All Grades	389	364	340	370	354	333	369	354	333	95.1	97.3	97.9

* 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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2399.	2408.	2395.	14.44	16.28	6.74	21.11	20.93	26.97	22.22	32.56	23.60	42.22	30.23	42.70
Grade 4	2431.	2434.	2431.	4.30	6.67	11.90	19.35	13.33	13.10	37.63	47.78	32.14	38.71	32.22	42.86
Grade 5	2419.	2430.	2453.	4.35	6.74	10.00	9.78	6.74	7.50	23.91	19.10	32.50	61.96	67.42	50.00
Grade 6	2450.	2480.	2479.	1.06	10.11	8.75	14.89	13.48	16.25	32.98	38.20	28.75	51.06	38.20	46.25
Grade 11															
All Grades	N/A	N/A	N/A	5.96	9.89	9.31	16.26	13.56	16.22	29.27	34.46	29.13	48.51	42.09	45.35

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	15.56	16.47	10.11	48.89	48.24	42.70	35.56	35.29	47.19
Grade 4	8.60	6.67	16.67	48.39	43.33	36.90	43.01	50.00	46.43
Grade 5	4.35	6.74	8.75	27.17	30.34	31.25	68.48	62.92	60.00
Grade 6	1.08	4.55	3.75	46.24	47.73	48.75	52.69	47.73	47.50
Grade 11									
All Grades	7.34	8.52	9.91	42.66	42.33	39.94	50.00	49.15	50.15

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	22.22	25.58	7.87	37.78	48.84	52.81	40.00	25.58	39.33
Grade 4	7.53	14.44	7.14	50.54	52.22	51.19	41.94	33.33	41.67
Grade 5	6.52	7.87	8.75	39.13	34.83	57.50	54.35	57.30	33.75
Grade 6	6.38	7.87	11.25	46.81	55.06	48.75	46.81	37.08	40.00
All Grades	10.57	13.84	8.71	43.63	47.74	52.55	45.80	38.42	38.74

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	8.89	9.30	8.99	64.44	62.79	66.29	26.67	27.91	24.72
Grade 4	9.68	10.00	10.71	50.54	55.56	55.95	39.78	34.44	33.33
Grade 5	4.35	4.49	3.75	44.57	51.69	60.00	51.09	43.82	36.25
Grade 6	2.13	10.11	12.50	65.96	64.04	52.50	31.91	25.84	35.00
All Grades	6.23	8.47	9.01	56.37	58.47	58.86	37.40	33.05	32.13

Conclusions based on this data:

- In the area of mathematics, our participation rate went from 95.1% to 97.9%. 3rd grade had the highest participation rate in mathematics with 98.9%. 5th and 6th grades had the lowest participation rate at 97.6%. To achieve a 95% attendance rate on all days of testing we 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 5th grade continued its upward path improving from 2430.7 in 22-23 to 2453.5 in 23-24. All other grade levels saw slight decreases of less than 5 points.

Overall, on our math achievement, the percentage of students who who did not meet standard increased from 42.09% to 45.35%. Fifty percent of all 5th grade students did not meet standard which was the highest of all grade levels. That is still an improvement from the previous year where 67.42% of 5th graders did not meet standard. The percentage of students scoring above standard dipped slightly from 9.89% to 9.31%. The percentage of students who met standard increased from 13.56% to 16.22%. Students nearly meeting standard decreased from 34.46% to 29.13%.

This year mathematics was a school wide focus area. We should see growth moving forward. 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. This year we had a few teachers

implement, "Building Thinking Classrooms in Mathematics," by Peter Liljedahl with the assistance of our district math coach. Moving forward in 2024-25, 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 68% of our students were above, at, or near standard. Grade 6 had the highest percentage of students scoring above standard and the most growth over time, 2.13% in 21-22 to 12.50% in 23-24. Fifth grade least amount of students scoring above standard at 3.75%. In this claim of communicating reasoning 5th grade had the most students below standard at 36.25%.

Third grade had the most student score at or near standard with 66.29%. The majority of our students scored above, at, or near standard on this claim, 67.87%

Our greatest area of need is Concepts and Procedures: Applying Mathematical procedures and concepts. Only 49.85% of our students are scoring above, at, or near standard in this area. Overall the number of students scoring above standard on this claim rose from 7.34% to 9.91%. Fourth grade had the most students scoring above standard at 16.67% and were the most improved over the three year span, 6.67% in 21-22 to 16.67% in 23-24. Fifth grade had 60% of their students scoring below standard. Sixth grade had the least amount of students score above standard at 3.75%. Grade 6 had 48.75% of their students scoring at or near standard. 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 real world and mathematical problems, we did see a slight decrease from last year in the number of students scoring above, at, or near standard at 61.26%% compared to 61.58%. Sixth grade did well in two areas. They made the most growth over a three year span from 6.38% in 21-22 to 11.25% in 23-24 scoring above standard. Third grade had the largest decrease of students scoring above standard on this claim dropping from 25.5% in 22-23 to 7.87% in 23-24. Grade 4 had the most students scoring below standard on this claim with 41.67%. Fifth grade had the largest decrease of students scoring below standard 57.30% in 22-23 to 33.75% in 23-24.

3. Our continued use of IXL, our online math intervention program, after school grade level intervention, and Cesar Chavez Foundation Math intervention should bridge the areas of unfinished learning for many of our students. Our work on Math Workshop has helped increase student's abilities to communicate reasoning and build constructed responses as well as problem solve. We will continue with this practice in 2025-2026 school year. 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 \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	1448.3	1445.6	1386.1	1457.5	1450.4	1394.3	1426.5	1434.2	1366.8	60	58	63
1	1467.4	1446.6	1427.7	1487.9	1461.6	1444.1	1446.4	1431.1	1410.8	47	37	37
2	1486.1	1472.4	1474.1	1495.8	1489.1	1479.3	1475.8	1455.1	1468.3	42	38	43
3	1429.2	1484.5	1489.0	1438.8	1492.1	1506.4	1419.1	1476.6	1471.1	33	42	34
4	1503.9	1492.6	1492.6	1522.5	1493.4	1497.3	1484.8	1491.2	1487.5	40	25	36
5	1500.4	1513.6	1520.5	1511.8	1534.3	1527.1	1488.7	1492.3	1513.5	27	33	19
6	1491.3	1519.2	1521.7	1504.7	1521.1	1529.9	1477.2	1517.1	1513.0	22	17	25
All Grades										271	250	257

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	20.34	25.86	11.11	50.85	43.10	28.57	23.73	18.97	28.57	5.08	12.07	31.75	59	58	63
1	23.40	2.70	2.70	34.04	40.54	35.14	36.17	51.35	32.43	6.38	5.41	29.73	47	37	37
2	16.67	10.53	23.26	45.24	42.11	44.19	30.95	34.21	16.28	7.14	13.16	16.28	42	38	43
3	6.06	16.67	17.65	24.24	28.57	41.18	33.33	35.71	23.53	36.36	19.05	17.65	33	42	34
4	15.00	12.00	16.67	40.00	36.00	38.89	32.50	32.00	25.00	12.50	20.00	19.44	40	25	36
5	14.81	9.09	5.26	37.04	48.48	68.42	33.33	27.27	5.26	14.81	15.15	21.05	27	33	19
6	9.09	23.53	4.00	27.27	35.29	56.00	40.91	23.53	32.00	22.73	17.65	8.00	22	17	25
All Grades	16.30	14.80	12.45	38.89	39.60	40.86	31.85	31.60	24.51	12.96	14.00	22.18	270	250	257

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	42.37	36.21	12.70	32.20	37.93	31.75	18.64	13.79	23.81	6.78	12.07	31.75	59	58	63
1	53.19	16.22	18.92	23.40	64.86	29.73	23.40	13.51	32.43	0.00	5.41	18.92	47	37	37
2	45.24	28.95	39.53	35.71	42.11	30.23	16.67	23.68	16.28	2.38	5.26	13.95	42	38	43
3	21.21	38.10	61.76	33.33	38.10	14.71	18.18	14.29	11.76	27.27	9.52	11.76	33	42	34
4	50.00	44.00	38.89	37.50	28.00	38.89	5.00	16.00	8.33	7.50	12.00	13.89	40	25	36
5	37.04	54.55	52.63	51.85	36.36	26.32	0.00	0.00	10.53	11.11	9.09	10.53	27	33	19
6	27.27	47.06	32.00	50.00	23.53	60.00	13.64	11.76	0.00	9.09	17.65	8.00	22	17	25
All Grades	41.48	36.40	33.07	35.56	40.40	32.30	14.81	13.60	16.73	8.15	9.60	17.90	270	250	257

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K		15.52	6.35		22.41	19.05		50.00	44.44		12.07	30.16		58	63
1	17.65	0.00	2.70	82.35	35.14	24.32	0.00	29.73	29.73	0.00	35.14	43.24	17	37	37
2	16.67	5.26	9.30	66.67	23.68	53.49	16.67	47.37	18.60	0.00	23.68	18.60	12	38	43
3	2.22	4.76	2.94	24.44	16.67	11.76	60.00	40.48	47.06	13.33	38.10	38.24	45	42	34
4	6.90	12.00	2.78	20.69	4.00	22.22	41.38	44.00	33.33	31.03	40.00	41.67	29	25	36
5	9.52	0.00	0.00	19.05	9.09	21.05	33.33	51.52	63.16	38.10	39.39	15.79	21	33	19
6	0.00	5.88	0.00	18.18	17.65	16.00	13.64	52.94	52.00	68.18	23.53	32.00	22	17	25
All Grades	6.30	6.80	4.28	25.93	19.60	24.90	34.44	44.80	38.91	33.33	28.80	31.91	270	250	257

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	30.51	29.31	9.52	55.93	56.90	60.32	13.56	13.79	30.16	59	58	63
1	51.06	27.03	18.92	46.81	70.27	59.46	2.13	2.70	21.62	47	37	37
2	28.57	15.79	25.58	64.29	68.42	55.81	7.14	15.79	18.60	42	38	43
3	12.12	11.90	20.59	42.42	61.90	50.00	45.45	26.19	29.41	33	42	34
4	45.00	12.00	16.67	40.00	48.00	66.67	15.00	40.00	16.67	40	25	36
5	11.11	15.15	5.26	74.07	60.61	78.95	14.81	24.24	15.79	27	33	19
6	0.00	23.53	12.00	72.73	58.82	72.00	27.27	17.65	16.00	22	17	25
All Grades	29.26	20.00	15.95	54.81	61.20	61.48	15.93	18.80	22.57	270	250	257

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	55.93	41.38	11.11	37.29	43.10	52.38	6.78	15.52	36.51	59	58	63
1	46.81	45.95	13.51	48.94	45.95	67.57	4.26	8.11	18.92	47	37	37
2	50.00	63.16	60.47	47.62	31.58	25.58	2.38	5.26	13.95	42	38	43
3	51.52	66.67	76.47	24.24	21.43	14.71	24.24	11.90	8.82	33	42	34
4	75.00	72.00	63.89	17.50	16.00	22.22	7.50	12.00	13.89	40	25	36
5	88.89	90.91	84.21	0.00	0.00	10.53	11.11	9.09	5.26	27	33	19
6	72.73	58.82	84.00	18.18	23.53	8.00	9.09	17.65	8.00	22	17	25
All Grades	60.37	60.40	48.25	31.11	28.40	33.46	8.52	11.20	18.29	270	250	257

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	6.78	17.24	3.17	83.05	74.14	60.32	10.17	8.62	36.51	59	58	63
1	25.53	8.11	8.11	12.77	43.24	51.35	61.70	48.65	40.54	47	37	37
2	9.52	5.26	0.00	73.81	57.89	81.40	16.67	36.84	18.60	42	38	43
3	0.00	4.76	0.00	30.30	35.71	44.12	69.70	59.52	55.88	33	42	34
4	0.00	12.00	0.00	50.00	28.00	50.00	50.00	60.00	50.00	40	25	36
5	7.41	0.00	0.00	48.15	51.52	68.42	44.44	48.48	31.58	27	33	19
6	0.00	0.00	0.00	27.27	35.29	36.00	72.73	64.71	64.00	22	17	25
All Grades	8.15	8.00	1.95	50.00	50.40	57.20	41.85	41.60	40.86	270	250	257

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	55.93	41.38	25.40	38.98	43.10	46.03	5.08	15.52	28.57	59	58	63
1	14.89	0.00	2.70	72.34	91.67	56.76	12.77	8.33	40.54	47	36	37
2	19.05	7.89	27.91	59.52	71.05	53.49	21.43	21.05	18.60	42	38	43
3	0.00	21.43	8.82	63.64	47.62	70.59	36.36	30.95	20.59	33	42	34
4	7.50	20.00	16.67	75.00	44.00	52.78	17.50	36.00	30.56	40	25	36
5	0.00	6.06	26.32	74.07	57.58	63.16	25.93	36.36	10.53	27	33	19
6	13.64	23.53	12.00	54.55	58.82	76.00	31.82	17.65	12.00	22	17	25
All Grades	20.00	18.88	17.90	61.11	58.23	57.20	18.89	22.89	24.90	270	249	257

Conclusions based on this data:

1. On the ELPAC we saw decreases in the number of students needing to be tested as our population has reduced over the three year span. The scale scores for most of our students Improved during the 3 year span. For exmaple,

Kindergarten and 1st grade scores declined while 3rd, 5th, and 6th increased. 4th grade scores were inconsistent. The area of oral language both 3rd and 6th grade saw increases whereas kindergarten, 1st, and 2nd grades saw declines. Again over the three year span 4th grade saw inconsistent scores. In written language only 5th grade had consistent growth over the three year span. Kindergarten and first grades scores declined over the three years. Second, third, fourth, and sixth grades scores were inconsistent over the three year span. Overall language is divided into four levels, 1-4. Level 1 students are just beginning to acquire English language skills whereas level 4 students possess language skills that are close to native English speakers. The percentage of Level 1 students increased from 12.96% to 22.18% over a three year span. In 6th and 3rd grade we saw a decrease in level 1 students, but all other grade levels we saw an increase. We attribute this to the increased number of newcomers we had over the three years. The percentage of students scoring at level 2 on the ELPAC decreased from 31.85% to 24.51% which signifies that after a year of instruction of integrated ELD and designated ELD students making the level growth we want to see from them. Kindergarten was the only grade level that saw an increase. 2nd, 4th, 5th, and 6th grades saw a decrease and 1st and 3rd grades had mixed results. Most of our students scored at level 3. We saw a slight increase from 38.69% to 40.86%. Kindergarten and 2nd grade saw decreases at this level, but 3rd, 5th, and 6th grades saw increases. This is a consistent trends that we see at most schools, as students get older and are immersed in the English language they become more proficient. Finally at level 4 we saw a decrease over the 3 year span, 16.3% to 12.45%. Fifth grade, first, and kindergarten saw decreases, but 2nd-4th grades saw an increase of students scoring at level 4. This indicates that most of our reclassified students come from 2nd to 4th grades. Our goal for this area is to focus on improving school wide oral language for our English learner students. We hope to see improved scores in written language as one of our school wide focuses was writing.

2. The ELPAC tests students in four domains: listening, speaking, reading, and writing. The state of California ranks students in three areas under each domain. They can score at the following levels: beginning, somewhat/moderately, and well developed. In the listening domain 61.48% scored at somewhat/moderately which is largest group. 22.57% scored at beginning and 15.95% scored at well developed. Most of our younger students fell into the beginning performance level which makes sense as our younger students are learning language, but we did have several kindergarten and first grade students score in the somewhat/moderately performance level along with many fourth and fifth graders. Several third grade students scored at the well developed performance level.

In the speaking domain only 11% of our students were well developed, 52.38% were somewhat/moderately, and 36.51% scored at the beginning performance level. Over the three year span our students scoring well developed dropped from 55.93% to 11.11%. 2nd, 3rd, and 6th grades improved in the number of well developed students in this domain, but Kindergarten, 1st, 4th, and 5th grades saw declines. The majority of our students scored in the somewhat/moderately category in this domain. This is good, as it indicates that students speaking skills are improving beyond the beginner realm, but still can improve some. We saw growth in kindergarten, 1st, 4th, and 5th grades. Beginning was the second highest category over the three year span, but could be attributed to an influx of newcomers and several first time English speakers in the lower grades.

In the reading domain we saw some ups and downs. For example over the three year period our students scoring well developed fell from 8.15% to 1.95%. Several grade levels, 2nd-6th had no students scoring at the well developed range. At the beginning category we also saw a slight decline, 41.85% to 40.86%. All grade levels saw declines except for 4th that maintained at 50%, 2nd grade with slight growth 16.67% to 18.60%, and kindergarten which grew from 10.17% to 36.51%. We did see growth in somewhat/moderately category, 50% to 57.2% over the three year period. All grade levels except for kindergarten and 4th grade saw gains, with 2nd and 5th grades scoring above the 50% mark, 81.4% and 68.42% respectively.

In the writing domain we saw the largest gains in beginning category. We went from 18.89% to 24.9% with kindergarten, 1st, and 4th grades making the most gains over the three year period. We saw slight declines in both the well developed and somewhat/moderately categories, 20% to 17.9% and 61.11% to 57.2% respectively. Most of our students find themselves in the somewhat/moderately category. Several grade levels scored above the 50% mark over the three year period. 3rd grade scored 70.59% and 6th grade 76%.

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 IXL and the ELD Benchmark program. Using a combination of the Benchmark writing curriculum and our district writing pacing guide and resource materials we will work on the development of 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

Student Population

The 2024 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.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
623	79.8%	37.4%	0.0%
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.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	233	37.4%
Foster Youth	0	0.0%
Homeless	9	1.4%
Socioeconomically Disadvantaged	497	79.8%
Students with Disabilities	64	10.3%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	22	3.5%
American Indian	2	0.3%
Asian	31	5%
Filipino	24	3.9%
Hispanic	498	79.9%
Two or More Races	15	2.4%
Pacific Islander	11	1.8%
White	17	2.7%

Conclusions based on this data:

- Although Schafer Park is a diverse school, 79.9% of our student population is Latinx. The next two largest race/ethnicity groups are Asian at 5% and Filipino at 3.9%. Our African American population at 3.5% decreased by

1%. 37.4% of our students are English Learners, 10.3% of our students have disabilities, and 79.8% 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 623.

2. In regards to student groups, our largest is Latinx at 79.9%, Socioeconomically Disadvantaged at 79.8%, followed by English Learners with 37.4%, and Students with Disabilities at 10.3%. While our overall student population has decreased, we saw percent increases in our Socioeconomically Disadvantaged and Latinx 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. For example our White, Pacific Islander, and students with Two or More Races have all increased slightly.

School and Student Performance Data

Overall Performance






The 2024 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.”



2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div> Orange</div>	<div>Chronic Absenteeism</div> <div> Yellow</div>	<div>Suspension Rate</div> <div> Orange</div>
<div>Mathematics</div> <div> Orange</div>		
<div>English Learner Progress</div> <div> Yellow</div>		

Conclusions based on this data:

1. Our performance data illustrates our need for improvement. While our chronic absenteeism and English Learner progress are at yellow which is the mid-level performance. In the areas of English Language Arts, Mathematics, and Suspension Rate we find ourselves at orange.

2. Academically, in English Language Arts and Mathematics we fell to the orange range, even though as a school we had the fourth highest number of students at or above standard district wide. Our school wide focus this year was achievement in mathematics and writing.
3. In the area of Academic Engagement, our Chronic Absenteeism is at yellow, which is the same as our previous year. Conditions & Climate: Our suspension rate increased dropping us from green to orange. We are actively using alternatives to suspension such as in school suspension, school beautification, and restorative practices. For attendance we do monthly perfect attendance awards, free recess for the grade levels that reach our school wide goal of 95% monthly attendance as well as incentives for students who are chronically absent to improve both areas respectively.

School and Student Performance Data

Academic Performance English Language Arts

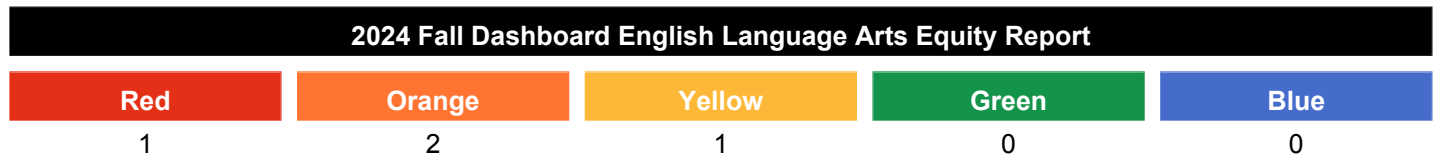
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This section provides number of student groups in each level.



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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>Orange</div> <div>31.2 points below standard</div> <div>Maintained 1.5 points</div> <div>329 Students</div>	<div>English Learners</div> <div></div> <div>Orange</div> <div>50.1 points below standard</div> <div>Maintained 2.5 points</div> <div>173 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>9 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>5 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Orange</div> <div>37.3 points below standard</div> <div>Maintained 0.4 points</div> <div>271 Students</div>

Students with Disabilities  Red 105.6 points below standard Declined 14.2 points 37 Students	African American  No Performance Color 116.8 points below standard Maintained 1.5 points 13 Students	American Indian  No Performance Color Less than 11 Students 1 Student
Asian  No Performance Color 12.1 points below standard Declined 21.2 points 20 Students	Filipino  No Performance Color Less than 11 Students 10 Students	Hispanic  Yellow 32.3 points below standard Increased 4.5 points 263 Students
Two or More Races  No Performance Color Less than 11 Students 8 Students	Pacific Islander  No Performance Color Less than 11 Students 5 Students	White  No Performance Color Less than 11 Students 8 Students

Conclusions based on this data:

1. In the area of English Language Arts (ELA) overall our students maintained with 1.5 points, but are still 31.2 points below standard. Our major sub-groups are Hispanic/Latinx, Students with Disabilities, Socioeconomically Disadvantaged, and English Learners.
2. In regard to the performance of our racial/ethnicity sub-groups, the data shows we had a wide range of results. For example our African American students scored 116.8 points below standard in English Language Arts. On the other hand our Asian students scored 12.1 points below standard which was 21.2 points less the previous year. Our largest group Hispanic/Latinx which is comprised of 263 students which scored 32.3 below standard, this was an increase 4.5 points. All other racial/ethnic groups were too small to produce data. To improve with all our racial/ethnic groups we must provide small group instruction during class time and intensive intervention after school in the area of English Language Arts.
3. Our non racial/ethnic subgroups English learners, Students with Disabilities, and Socioeconomically Disadvantaged students had a wide range of results. For instance, our Students with Disabilities fell in the Red category, scored 105.6 points below standard which was a decline of 14.2 points. In contrast, our students identified as Socioeconomically Disadvantaged maintained their Orange category and scored 37.3 points below standard. This one of our largest sub groups at 271 students. Our English Learners landed in the middle, maintaining the Orange category and scoring 50.1 points below standard. To turn around our results we use assessment data to look at student needs, provide them intensive intervention, 1 on 1 work with paras, and small group instruction during the school day.

School and Student Performance Data

Academic Performance Mathematics

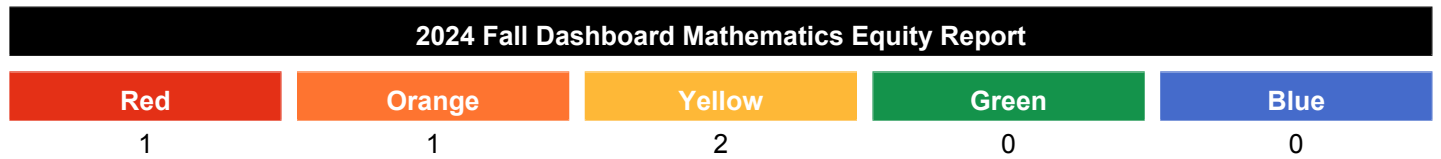
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This section provides number of student groups in each level.



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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>Orange</div> <div>59.8 points below standard</div> <div>Maintained 2.0 points</div> <div>329 Students</div>	<div>English Learners</div> <div></div> <div>Yellow</div> <div>72.6 points below standard</div> <div>Increased 3.7 points</div> <div>173 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>9 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>5 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Orange</div> <div>66.0 points below standard</div> <div>Maintained 1.1 points</div> <div>271 Students</div>

Students with Disabilities  Red 121.8 points below standard Declined 30.5 points 36 Students	African American  No Performance Color 169.7 points below standard Maintained 1.0 points 13 Students	American Indian  No Performance Color Less than 11 Students 1 Student
Asian  No Performance Color 36.8 points below standard Declined 20.0 points 20 Students	Filipino  No Performance Color Less than 11 Students 10 Students	Hispanic  Yellow 59.0 points below standard Increased 5.0 points 263 Students
Two or More Races  No Performance Color Less than 11 Students 8 Students	Pacific Islander  No Performance Color Less than 11 Students 5 Students	White  No Performance Color Less than 11 Students 8 Students

Conclusions based on this data:

1. In Mathematics, we performed at 59.8 points below standard, which was an increase of 2 points. This performance placed us at an overall orange. Our major sub groups are English Learners, Students with Disabilities, Socioeconomically Disadvantaged, and Hispanic/Latinx.
2. In regards to race/ethnicity groups outcomes, our largest group Hispanic/Latinx scored 59 points below standard which is an increase of 5 points over last year. This result put us in the yellow category. Our Asian students scored 36.8 points below standard which was a decline of 20 points. Our African American students scored 169.7 points below standard which is a score they maintained from the previous year. No other group had enough students to necessitate scores. In the teaching of math classroom teachers are using strategies such as counting collections, number talks, math workshop, and Thinking Classrooms that foster collaborations amongst students instead of individuality. These strategies also provide a more culturally responsible form of teaching content areas.
3. Mathematics outcomes of our other subgroups was mixed. Our English Language Learners scored 72.6 points below standard which was an increase of 3.7 points from last year. Our ELLs scored in the yellow category. Our Students with Disabilities scored 121.8 points below standard which was a decline of 30.5 points. This group qualified for the red category. Our Socioeconomically Disadvantaged students scored 66 points below standard which was equal to that of last year. This group fell into the orange range. All groups qualify for additional help through interventions with platforms such as IXL and programs such as Cesar Chavez Foundation Math. Some students will also attend after school math intervention with teachers.

School and Student Performance Data



Academic Performance English Learner Progress

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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.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Yellow	 No Performance Color
44.9% making progress.	making progress.
Number Students: 185 Students	Number Students: 8 Students

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.

2024 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
15.1%	40%	0%	44.9%

Conclusions based on this data:

- 44.9% of the English Learners made one of level growth. The majority of our EL students performed at a level 3.
- 40% of the English Learners maintained their level.
- 15.1% of the English Learners decreased by one level. These students as well our long-term ELs are provided intensive intervention during school hours with our English Learner Specialist.

School and Student Performance Data

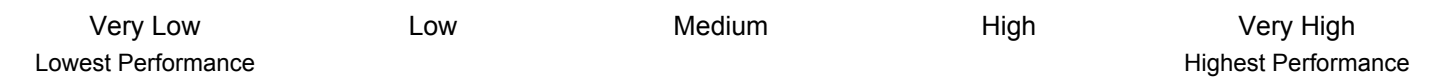
Academic Performance College/Career Report

The 2024 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.

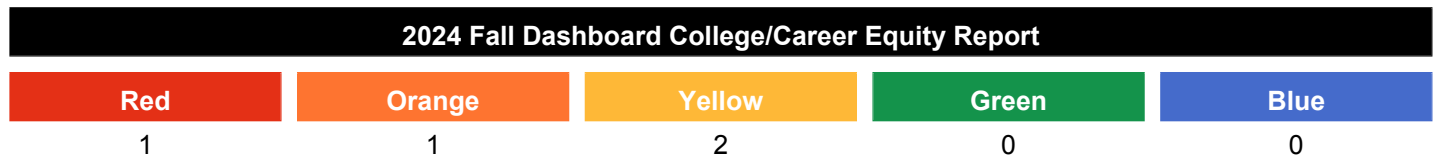
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. N/A

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2024 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.

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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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<div>All Students</div> <div> Yellow</div> <div>24% Chronically Absent</div> <div>Declined 16.7</div> <div>655 Students</div>	<div>English Learners</div> <div> Yellow</div> <div>25.8% Chronically Absent</div> <div>Declined 14.4</div> <div>299 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>9 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div> No Performance Color</div> <div>50% Chronically Absent</div> <div>Declined 7.1</div> <div>12 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Yellow</div> <div>26.3% Chronically Absent</div> <div>Declined 14.4</div> <div>533 Students</div>

Students with Disabilities  Orange 28.2% Chronically Absent Declined 18.5 78 Students	African American  No Performance Color 63.6% Chronically Absent Declined 9.1 22 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students
Asian  Yellow 15.2% Chronically Absent Declined 3 33 Students	Filipino  No Performance Color 15.4% Chronically Absent Declined 21 26 Students	Hispanic  Yellow 23.2% Chronically Absent Declined 16.7 525 Students
Two or More Races  No Performance Color 15.8% Chronically Absent Declined 44.2 19 Students	Pacific Islander  No Performance Color 16.7% Chronically Absent Declined 37.9 12 Students	White  No Performance Color 37.5% Chronically Absent Maintained 0 16 Students

Conclusions based on this data:

1. In the area of Chronic Absenteeism 24% of our students are considered chronically absent which is a decline of 16.7%. This is a huge improvement over last year. These results qualified us for the yellow group. Our goal is a 95% rate of attendance so we will continue to have attendance meetings, attendance notifications, reward improved, and perfect attendance all of which should help to improve our numbers. .
2. All of our subgroups but one had a declining chronically absent numbers. Our students who identify as being of Two or More Races declined by 44.2%, Pacific Islanders by 37.9%, and Students with Disabilities by 18.5%. Our White students maintained there numbers from last year.
3. Most qualified sub-groups landed in the yellow group except our Students with Disabilities who landed in the orange range. Overall, the rate of chronic absenteeism declined significantly by -16.7% from last year which signifies we over the past two years our rate of chronically absent students declined by 32.9%.

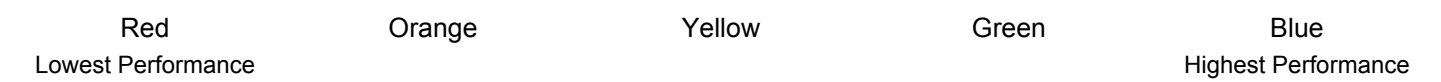
School and Student Performance Data

Academic Engagement Graduation Rate

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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.

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. N/A

School and Student Performance Data

Conditions & Climate Suspension Rate

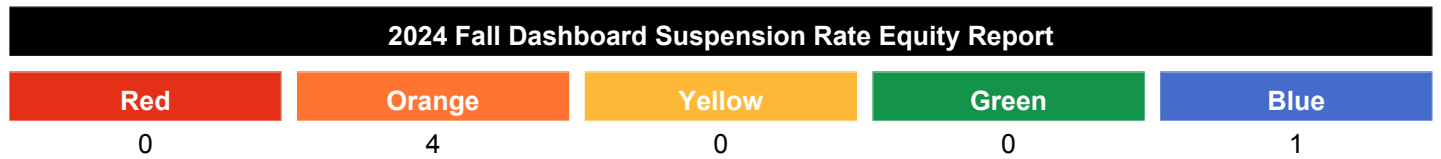
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This section provides number of student groups in each level.



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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<div>All Students</div> <div> Orange</div> <div>1.6% suspended at least one day</div> <div>Increased 0.9%</div> <div>674 Students</div>	<div>English Learners</div> <div> Orange</div> <div>1.6% suspended at least one day</div> <div>Increased 1%</div> <div>307 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>9 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div> No Performance Color</div> <div>0% suspended at least one day</div> <div>Maintained 0%</div> <div>13 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Orange</div> <div>1.8% suspended at least one day</div> <div>Increased 0.9%</div> <div>548 Students</div>

Students with Disabilities  Orange 2.5% suspended at least one day Increased 2.5% 79 Students	African American  No Performance Color 13.6% suspended at least one day Increased 10.6% 22 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students
Asian  Blue 0% suspended at least one day Maintained 0% 33 Students	Filipino  No Performance Color 0% suspended at least one day Maintained 0% 28 Students	Hispanic  Orange 1.5% suspended at least one day Increased 0.9% 539 Students
Two or More Races  No Performance Color 0% suspended at least one day Maintained 0% 19 Students	Pacific Islander  No Performance Color 0% suspended at least one day Declined 7.7% 12 Students	White  No Performance Color 0% suspended at least one day Maintained 0% 19 Students

Conclusions based on this data:

1. In the area of Conditions and Climate our Suspension rate was 1.6% of students suspended at least one day, which is an increase of 0.9% from last year. 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. In regards to our racial/ethnic groups, our Asian, Filipino, White, and Two or More Races maintained at a 0% suspended at least one day. Our Asian group fell in the blue category which is the highest performance level. Our Pacific Islander students declined by 7.7% which put them at 0% suspended at least one day. Our Hispanic/Latinx suspension rate increased by 0.9% which was an increase of 1.5% suspended at least one day. This placed Hispanic/Latinx students in the orange category. Our African American students had an increase of 10.6% which equates to 13.6% suspended at least one day. We definitely need to look at alternatives to suspensions. While only 2-3 students account for all of last years suspensions we need to revamp our restorative practices.
3. All our other sub-groups landed in the orange group. Students with Disabilities suspensions increased by 2.5% which 2.5% suspended at least one day. Our Socioeconomically Disadvantaged group saw an increase in suspension by 0.9% which equated to 1.8% suspended at least one day. Our English Learners increased by 1% meaning that 1.6% of our EL students were suspended at least one day. Our school climate goal will describe how we will work towards lowering the number of students being suspended.

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 2023-24 school year, we analyzed the most recent ELA/SLA scores (BPST, Fastbridge Screener, AR, and CAASPP) to establish baseline academic levels for all students. We will use this data as well current year data to plan instruction and intervention during the 2025-26 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 small group interventions and accelerations will meet the needs of all students. Programs such as Accelerated Reader, IXL, UFLI, and Benchmark Interventions 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, IXL, LLI, Soluciones (SLA), SIPPS, Ignite, 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 and students who are identified as homeless. 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 2022-23 and the Interim Assessment Blocks (IAB) ELA from 2024-25, the expected growth for all students is to increase the school wide number of students meeting or exceeding standard by 3% in 2024-25. Growth towards these standards will be measured using multiple assessments (e.g. HUSD Benchmarks-6th grade, grade level formative assessments, HUSD Screener 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
HUSD Literacy Fastbridge Assessment	Fall, Winter, and Spring Assessment	Growth towards grade level content mastery
BPST/Kindergarten Trimester assessments	Once a trimester	Growth towards grade level standards mastery
Accelerated Reader STAR Test	Grade level equivalent Test Fall, Winter, and Spring	At least one years growth.
YEP/ELOP 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	2080.00 ESSA Title I , Part A , Basic Grants Low Income and Neglected 1000-1999: Certificated Personnel Salaries Salaries for Substitutes
1.2	Schafer Park will provide students in grades 1 and 2 intensive intervention so that they can make growth towards mastering English Language Arts grade level standards.	Latinx, English Learner, Students with Disabilities, Socioeconomically Disadvantaged, and our African-American students	11000.00 ESSA Title I , Part A , Basic Grants Low Income and Neglected 2000-2999: Classified Personnel Salaries Literacy Intervention Paraeducator 11000.00 LCFF Supplemental and Concentration Funds 2000-2999: Classified Personnel Salaries Literacy Intervention Paraeducator
1.3	Schafer Park will provide additional instructional materials for English Language Arts and Spanish Language Arts.	All students	645.00 LCFF Supplemental and Concentration Funds 4000-4999: Books And Supplies ELA/SLA Instructional materials
1.4	Schafer Park will provide after school intervention time for students in English and Spanish Language Arts.	All students who are 1-2 years below	4000.00 Title I: Schoolwide Program 1000-1999: Certificated Personnel Salaries

Annual Review

SPSA Year Reviewed: 2024-25

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 and our literacy paraeducator demonstrated growth in the area of reading language arts. Most importantly data from our Fastbridge Screener and local assessment 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 25-26 school year we will only use the following online platforms: Accelerated Reader and IXL.

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 2023-24 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 2024-25 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 2024. 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), Asian-American-Native Hawaiian-Pacific Islander (AANHPI), Chicana/Latina Forum (CLF), 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
STAR Math Assessment	Placement test and Grade Level Equivalents	1 year growth or more
YEP/ELOP Cesar Chavez Math Program	Students scoring 1-2 years below grade level	.5 to 1 year of growth or more
CAASPP Math CAT and Performance Task	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.	2000.00 Title I Part A: Targeted Assistance Program Certificated Hourly After School Intervention for Math
2.2	Schafer Park will provide teachers with instructional materials to facilitate the learning of math concepts and standards.	Staff will have the necessary materials to teach students mathematical standards.	1000.00 Title I Part A: Basic Grants Low-Income and Neglected 4000-4999: Books And Supplies Math Instructional Materials

2.3	Schafer Park will provide teachers with instructional materials to facilitate the learning of STEAM concepts and the Next Generation Science Standards (NGSS).	Staff will have the necessary materials to teach STEAM concepts and NGSS.	1000.00 Title I: Schoolwide Program 4000-4999: Books And Supplies STEAM Instructional Materials
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Annual Review

SPSA Year Reviewed: 2024-25

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, STAR Math, and district benchmarks gave us valuable information in regards to student progress and performance. This enabled us 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, STAR Math, and current district benchmarks for data for the 25-26 school year. In regards to intervention we will use the YEP /ELOP funds inconjunction with our own categorical funds .

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 2022-23 and 2023-24 ELPAC scores. At the beginning of the 2024-25 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 2024-25 school year.

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

Group data to be collected to measure gains:

Through the Cycle of Inquiry, teachers will meet regularly to evaluate ELA, Math, EL data, create learning goals, and monitor

student progress. Academic and Language proficiency progress will also be monitored during Language Review Team (LRT) meetings for EL students and R-

FEP students to ensure that they are also attaining grade level standards. Data will be shared periodically with School Site Council, Site Based Decision Making, and English Learners Advisory Committee. Trimester data presentations will take place for all interested community members through the Coffee with the Principal events.

Strategy:

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

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

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

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

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

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

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

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

Anticipated annual growth for each group:

By Spring 2025, the percentage of English Learners in language instruction making progress towards English language proficiency will increase from 50% to 55% 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.

:

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
ELD 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
3.1	Schafer Park will provide small group instruction in both English and Spanish by utilizing our	English Learner and Spanish Learner	37535.00 Title I: Schoolwide Program

	bilingual/biliterate paraeducator. While teachers work with small groups of students on intensive intervention the bilingual/biliterate paraeducator will work with students on Tier 1 work they need.	students will have small group instruction provided by a paraeducator	2000-2999: Classified Personnel Salaries Bilingual/Biliterate Paraeducator, Classified salary with benefits
3.2	Schafer Park will provide staff and students with Newcomer instructional materials so that level 1 students will can beginning learning English using a structured program.	Newcomer students	2500.00 LCFF Supplemental and Concentration Funds 4000-4999: Books And Supplies Newcomer Instructional Materials
3.3	Schafer Park will provide staff instructional materials to help faciliatate the teaching of designated English Language Development (ELD).	English Learners will have the necessary materials to help them acquire English language skills.	645.00 LCFF Supplemental and Concentration Funds 4000-4999: Books And Supplies ELD Instructional Materials
3.4	Schafer Park will provide funding towards recognizing our students who reclassify.	Reclassified students and families	800.00 LCFF Supplemental and Concentration Funds 4000-4999: Books And Supplies Reclassification celebration

Annual Review

SPSA Year Reviewed: 2024-25

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 25-26 school year our bilingual/biliterate paraeducator will 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 25-26 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 25-26 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	Prop 28 funds will be used to augment art integration in all curricular areas.	All students will be served by this strategy/activity	

4.3	Prop 28 funds will fund a teacher who will assist classroom teachers in the integration of art in all curricular areas.	All students and staff will be served by this strategy/activity	
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Annual Review

SPSA Year Reviewed: 2024-25

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 25-26 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 25-26 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.

Due to possible budget shortfalls some of our strategies/activities may go unfunded.

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.

Suspension Rate by Year

- 2019 - 2%
- 2022 - 1.1%
- 2023 -0.7%
- 2024 - 1.6%

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 students receive discipline referrals based on SWIS data and developed structured playground activities program, named Play the Panther Way, for implementation in the 2016-17 school year. We will continue this practice for the 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 students, families, and staff with additional resources to promote cultural identity, history, and empowerment.	African American students and families	2000.00 LCFF Supplemental and Concentration Funds 4000-4999: Books And Supplies African American Achievement and Engagement, Books, materials, and supplies
5.2	Schafer Park will provide students, families, and staff with additional resources to promote cultural identity, history, and empowerment.	Asian American, Native Hawaiian, and Pacific Islander students and families.	2000.00 LCFF Supplemental and Concentration Funds 4000-4999: Books And Supplies Asian American, Native Hawaiian, and Pacific Islander achievement, engagement, books, materials, and supplies
5.3	Schafer Park will provide students, families, and staff with additional resources to promote cultural identity, history, and empowerment.	Chicanx and Latinx students and families	2000.00 LCFF Supplemental and Concentration Funds 4000-4999: Books And Supplies Chicanx and Latinx achievement, engagement, books, materials, and supplies
5.4	Schafer Park will provide student incentives through our school wide PBIS program.	All Schafer Park students	690.00 Title I: Schoolwide Program 4000-4999: Books And Supplies Incentive to promote good behavior through our PBIS program

Annual Review

SPSA Year Reviewed: 2024-25

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. We also need to start our campaign against Hate Speech for the 25-26 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.

Continue to work with AASAI, AANHPI, Chicanx/Latinx families to promote cultural programs that will instill pride within our student population. 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 and school, the more connected the family is to the school. We want real world connections to the school in the form of volunteering, programs, representation in our campus organizations. 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 5% 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.	EL and Newcomer students	1000.00 Title 1: Parent Allocation 2000-2999: Classified Personnel Salaries Childcare/Conference Translations, Classified Salaries w/benefits
6.2	Schafer Park will provide funding for finger printing so that parents can volunteer in the classroom.	All Students	915.00 Title 1: Parent Allocation 5000-5999: Services And Other Operating Expenditures

			Finger printing fee for potential parent volunteers
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Annual Review

SPSA Year Reviewed: 2024-25

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 25-26 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 24-25 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 25-26 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 over a four year span shows a decrease of chronic absenteeism: 2019 - 10.2%, 2022-56.9%, 2023 - 40.6% and finally 2024 - 24%. We will closely monitor the attendance of students at the beginning of the 2024-25 school year and begin outreach immediately when any negative trends in attendance are noticed.

Overall Chronic absenteeism declined for all groups except for our White students.

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	2024-25 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	Our current data shows that most of our students	

	families' barriers to attendance, including early intervention and COST services.	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.</p> <p>For the 2024-25 school year, our goal is to achieve 95% attendance school-wide and decrease chronic absenteeism overall by 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/Latinx, 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 92%, which means that we must increase our attendance by a minimum of 3% to reach our 95% 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: 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, HUSD Literacy Screener, reading assessments, AR STAR Math assessment, and</p>	All students	<p>500.00 Title I: Schoolwide Program 4000-4999: Books And Supplies Attendance incentives</p>

Annual Review

SPSA Year Reviewed: 2024-25

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	\$76,780.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$83,310.00
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 Part A: Basic Grants Low-Income and Neglected	\$1,000.00
Title I Part A: Targeted Assistance Program	\$2,000.00

Subtotal of additional federal funds included for this school: \$3,000.00

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 (\$)
ESSA Title I , Part A , Basic Grants Low Income and Neglected	\$13,080.00
LCFF Supplemental and Concentration Funds	\$21,590.00
Title 1: Parent Allocation	\$1,915.00
Title I: Schoolwide Program	\$43,725.00

Subtotal of state or local funds included for this school: \$80,310.00

Total of federal, state, and/or local funds for this school: \$83,310.00

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	21,590.00	21,590.00
Title I	61,720.00	61,720.00

Expenditures by Funding Source

Funding Source	Amount
ESSA Title I , Part A , Basic Grants Low Income and Neglected	13,080.00
LCFF Supplemental and Concentration Funds	21,590.00
Title 1: Parent Allocation	1,915.00
Title I Part A: Basic Grants Low-Income and Neglected	1,000.00
Title I Part A: Targeted Assistance Program	2,000.00
Title I: Schoolwide Program	43,725.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	6,080.00
2000-2999: Classified Personnel Salaries	60,535.00
4000-4999: Books And Supplies	13,780.00
5000-5999: Services And Other Operating Expenditures	915.00
Certificated Hourly	2,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	ESSA Title I , Part A , Basic Grants Low Income and Neglected	2,080.00
2000-2999: Classified Personnel Salaries	ESSA Title I , Part A , Basic Grants Low Income and Neglected	11,000.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration Funds	11,000.00

4000-4999: Books And Supplies	LCFF Supplemental and Concentration Funds	10,590.00
2000-2999: Classified Personnel Salaries	Title 1: Parent Allocation	1,000.00
5000-5999: Services And Other Operating Expenditures	Title 1: Parent Allocation	915.00
4000-4999: Books And Supplies	Title I Part A: Basic Grants Low-Income and Neglected	1,000.00
Certificated Hourly	Title I Part A: Targeted Assistance Program	2,000.00
1000-1999: Certificated Personnel Salaries	Title I: Schoolwide Program	4,000.00
2000-2999: Classified Personnel Salaries	Title I: Schoolwide Program	37,535.00
4000-4999: Books And Supplies	Title I: Schoolwide Program	2,190.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	28,725.00
Goal 2	4,000.00
Goal 3	41,480.00
Goal 5	6,690.00
Goal 6	1,915.00
Goal 7	500.00

School Site Council Membership

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

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

Name of Members	Role
Linda Sar	Other School Staff
Rafael Flores Jr.	Principal
Dean Dizikes	Classroom Teacher
Carmela Carlos	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
Sintia del Carmen Martinez	Parent or Community Member
Maricela Medina	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

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 5/6/25.

Attested:



Principal, Rafael Flores Jr. on 5/6/25



SSC Chairperson, Ana Garcia on 5/6/25



ELAC Representative, Araceli Orozco on 5/6/25