

# Schafer Park Elementary School

## 2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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

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

#### DataQuest



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

#### California School Dashboard



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

#### Internet Access

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

### Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

### Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

## 2025-26 School Contact Information

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

## 2025-26 District Contact Information

<b>District Name</b>	Hayward Unified School District
<b>Phone Number</b>	(510) 784-2600
<b>Superintendent</b>	Chien Wu-Fernandez
<b>Email Address</b>	<a href="mailto:cfernandez@husd.k12.ca.us">cfernandez@husd.k12.ca.us</a>
<b>District Website</b>	<a href="http://www.husd.k12.ca.us">www.husd.k12.ca.us</a>

## 2025-26 School Description and Mission Statement

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

## 2025-26 School Description and Mission Statement

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

We continue to work towards implementing HUSD's Strategic Plan. Currently we are at varying stages of development.

As a Two Way Immersion school we take pride in that our students will leave our school having mastered the three pillars of dual language programs: Biliteracy and Bilingualism, Academic Achievement in both languages, and Sociocultural competence.

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

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

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

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

## About this School

### 2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	89
Grade 1	79
Grade 2	83
Grade 3	97
Grade 4	88
Grade 5	87
Grade 6	83
<b>Total Enrollment</b>	<b>606</b>

## 2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	53.8
Male	46.2
American Indian or Alaska Native	0.3
Asian	5.4
Black or African American	2.5
Filipino	4.1
Hispanic or Latino	80.5
Native Hawaiian or Pacific Islander	2
Two or More Races	2.8
White	1.5
English Learners	37.1
Homeless	0.5
Migrant	4.6
Socioeconomically Disadvantaged	77.6
Students with Disabilities	10.6

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

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

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

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	29.3	87.99	841.9	83.53	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	0	0	23.4	2.33	4853	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	2	5.99	62.2	6.18	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	21.8	2.17	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	2	5.99	58.3	5.79	15831.9	5.67
<b>Total Teaching Positions</b>	33.3	100	1007.9	100	279044.8	100

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

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	28.3	87.62	806	82.08	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	0	0	18.5	1.89	5566.4	2
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	2	6.19	71.2	7.26	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	26.6	2.71	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	2	6.19	59.5	6.06	14303.8	5.15
<b>Total Teaching Positions</b>	32.3	100	982	100	277698	100

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

## 2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	26.3	81.48	777.2	80.2	230039.4	100
<b>Intern Credential Holders Properly Assigned</b>	0	0	19.7	2.04	6213.8	2.23
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	4	12.35	102.3	10.56	16855	6.04
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	21.4	2.21	12112.8	4.34
<b>Unknown/Incomplete/NA</b>	2	6.17	48.3	4.99	13705.8	4.91
<b>Total Teaching Positions</b>	32.3	100	969.1	100	278927.1	100

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

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

Authorization/Assignment	2021-22	2022-23	2023-24
<b>Permits and Waivers</b>	2.00	1	4
<b>Misassignments</b>	0.00	1	0
<b>Vacant Positions</b>	0.00	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	2.00	2	4

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

Indicator	2021-22	2022-23	2023-24
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0	0
<b>Local Assignment Options</b>	0.00	0	0
<b>Total Out-of-Field Teachers</b>	0.00	0	0

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	3.3	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	2.7	0

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

## 2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		January 2026
Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	TK: Benchmark Ready to Advance Transitional Kindergarten and Listos y Adelante Transitional Kindergarten, c2018 K-6th Grade: Benchmark Advance California Edition, Advance/Adelante, c2017 (English & Spanish); E.L. Achieve Creating Effective Systems for English Learners (English) c2018	0%
<b>Mathematics</b>	K- 5 Grade: Houghton Mifflin Harcourt, Math Expressions, c2015 (English & Spanish) 6th Grade: Glencoe/McGraw Hill, California Math Course 1, c2015	0%
<b>Science</b>	K-5th Grade: Pearson Scott Foresman, Pearson Scott Foresman California Science, c2008 (English & Spanish) 6th Grade: Pearson Scott Foresman, Pearson Scott Foresman California Science, Focus on Earth Science, c2008 (English & Spanish)	0%
<b>History-Social Science</b>	K-6 Teacher's Curriculum Institute, Social Studies Alive, 2nd Edition, c2017	0%

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

## School Facility Conditions and Planned Improvements

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

## School Facility Conditions and Planned Improvements

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

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

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

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

**Year and month of the most recent FIT report**

December 2025

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

## Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

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

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

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

#### College and Career Ready

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

### Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	40	41	32	34	47	48
<b>Mathematics</b> (grades 3-8 and 11)	26	25	20	21	35	37

### 2024-25 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	359	349	97.21	2.79	41.09
Female	194	190	97.94	2.06	47.09
Male	165	159	96.36	3.64	33.96
American Indian or Alaska Native	--	--	--	--	--
Asian	24	23	95.83	4.17	34.78
Black or African American	--	--	--	--	--
Filipino	15	15	100.00	0.00	73.33
Hispanic or Latino	285	277	97.19	2.81	40.22
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	13	13	100.00	0.00	46.15
White	--	--	--	--	--
English Learners	121	115	95.04	4.96	11.30
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	287	278	96.86	3.14	38.27
Students Receiving Migrant Education Services	23	23	100.00	0.00	43.48
Students with Disabilities	42	40	95.24	4.76	5.00

## 2024-25 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	358	351	98.04	1.96	25.36
<b>Female</b>	194	192	98.97	1.03	22.40
<b>Male</b>	164	159	96.95	3.05	28.93
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	24	23	95.83	4.17	26.09
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	15	15	100.00	0.00	53.33
<b>Hispanic or Latino</b>	284	279	98.24	1.76	25.09
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	13	13	100.00	0.00	15.38
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	120	117	97.50	2.50	10.26
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	286	279	97.55	2.45	23.30
<b>Students Receiving Migrant Education Services</b>	23	23	100.00	0.00	13.04
<b>Students with Disabilities</b>	42	40	95.24	4.76	5.00

## CAASPP Test Results in Science for All Students

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

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>Science</b> (grades 5, 8 and high school)	27.16	25.58	18.04	19	30.73	32.52

## 2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	87	86	98.85	1.15	25.58
Female	42	42	100.00	0.00	30.95
Male	45	44	97.78	2.22	20.45
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	64	64	100.00	0.00	25.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	31	31	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	71	70	98.59	1.41	22.86
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

### B. Pupil Outcomes

#### State Priority: Other Pupil Outcomes

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

## 2024-25 California Physical Fitness Test Participation Rates

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	99%	100%	100%	100%	100%

## C. Engagement

### State Priority: Parental Involvement

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

#### 2025-26 Opportunities for Parental Involvement

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

The African American Student Achievement Initiative (AASAI) group works on networking, putting on family events, and bringing in guest speakers, all in effort to strengthen our African American school community. Our Community Involvement Committee also puts on events such as Family Math Night, Talent Show, Musicals, and Science Fair to increase family participation as well as increase Visual and Performing Arts(VAPA) at our school. Last year we established our Asian American-Native Hawaiian-Pacific Islander (AANHPI) group which promotes cultural through enrichment classes such as animation, cooking, and K-Pop dance. They also sponsor a yearly cultural assembly for the community. Our newest group, Chicanos And Latinos for Education (ChALE) is working towards promoting cultural through school wide events such as the Day of the Child and offering Ballet Folklorico dance classes.

Every month we have Coffee with the Principal and/or Pizza with the Principal where the principal discusses school wide issues with parents. There's also time given to parents to bring up any issues they may have. Our Family Engagement Specialist(FES) works with our Parent Ambassadors to promote parent participation in school activities and initiatives. Through our Community School Grant we have established a group of teachers, parents, students, and the principal who oversee the use of funds to fulfill the needs of the community. For example this school year we funded after school intervention and in the spring we will fund enrichment classes. Community Schools has also funded several student assemblies and parent workshops. Finally, parents are welcomed to volunteer in class, attend field trips or work in the classroom, but they must first complete the district volunteer process. Our Community Schools Team is a team of students, parents, teachers, staff, and administration who use our funding towards improving and addressing the needs of our families.

## 2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	640	630	144	22.9
Female	342	336	72	21.4
Male	298	294	72	24.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	35	34	8	23.5
Black or African American	20	19	12	63.2
Filipino	27	27	2	7.4
Hispanic or Latino	509	502	120	23.9
Native Hawaiian or Pacific Islander	12	12	2	16.7
Two or More Races	20	20	0	0.0
White	--	--	--	--
English Learners	272	266	62	23.3
Foster Youth	--	--	--	--
Homeless	11	11	5	45.5
Socioeconomically Disadvantaged	509	500	126	25.2
Students Receiving Migrant Education Services	28	28	5	17.9
Students with Disabilities	87	84	24	28.6

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

### C. Engagement

#### State Priority: School Climate

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

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

## Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.72	1.63	0.94	4.9	5.4	4.97	3.6	3.28	2.94

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

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.07	0.1	0.07	0.08	0.07	0.06

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

## 2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.94	0.00
Female	0.29	0.00
Male	1.68	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.59	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	15.00	0.00
White	0.00	0.00
English Learners	0.37	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.79	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

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

## 2025-26 School Safety Plan

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

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

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

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

## D. Other SARC Information Information Required in the SARC

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

## 2022-23 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	2	3	0
1	19	2	3	0
2	23	0	4	0
3	21	2	2	0
4	24	0	3	0
5	19	1	2	0
6	20	1	3	0
Other	20	1	2	0

## 2023-24 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	2	2	0
1	22	1	3	0
2	23	0	4	0
3	22	0	4	0
4	22	2	1	0
5	27	0	2	0
6	18	1	3	0
Other	13	3	2	0

## 2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	16	2	2	
1	22	1	2	
2	22	1	2	
3	23		4	
4	25		3	
5	28		2	
6	23		3	
Other	16	3	3	

## 2024-25 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	623

## 2024-25 Student Support Services Staff

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

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	1
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	0.8
<b>Social Worker</b>	
<b>Nurse</b>	
<b>Speech/Language/Hearing Specialist</b>	
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	5.9

## Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	\$14,625	\$4,061	\$10,564	\$104,769
<b>District</b>	N/A	N/A	\$11,202	\$119,254
<b>Percent Difference - School Site and District</b>	N/A	N/A	-5.9	-12.9
<b>State</b>	N/A	N/A	\$11,146	\$103,743
<b>Percent Difference - School Site and State</b>	N/A	N/A	-5.4	1.0

## Fiscal Year 2024-25 Types of Services Funded

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

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

## Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$82,468	\$62,783
<b>Mid-Range Teacher Salary</b>	\$115,190	\$97,783
<b>Highest Teacher Salary</b>	\$137,376	\$128,020
<b>Average Principal Salary (Elementary)</b>	\$170,657	\$160,224
<b>Average Principal Salary (Middle)</b>	\$186,320	\$166,992
<b>Average Principal Salary (High)</b>	\$203,092	\$180,971
<b>Superintendent Salary</b>	\$320,943	\$313,465
<b>Percent of Budget for Teacher Salaries</b>	32.98%	30.05%
<b>Percent of Budget for Administrative Salaries</b>	6.05%	5%

## Professional Development

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

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

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

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

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

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

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

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

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

Subject	2023-24	2024-25	2025-26
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	3	3	3