



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	05/14/2026	06/24/2026

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

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

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

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

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

Schoolwide Program

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

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Plan Description

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

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

Schoolwide Program

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

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

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

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

EXECUTIVE SUMMARY
SINGLE PLAN FOR STUDENT ACHIEVEMENT
SCHAFFER PARK SCHOOL
April 15, 2026

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 STAR Assessment Program and Peer Teach, a mathematics intervention 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), Chicana/Latina Forum (ChALE), 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 use a needs assessment survey to capture teacher and parent opinions on how we should allocate funding to meet the needs of our community. 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.

Please delete it.

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 Chronic Absenteeism we received an "Orange" performance category. As a school we scored 22.9% chronically absent which declined only by 1.1 points. Also orange, in the area of English Learner Progress we scored 39.8 Making Progress points which is a decline of 5.1%. In the area of mathematics, our Students with Disabilities were in red performance category as they scored 126.7 points below standard which was a decline of 4.8 points.

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 our Chronic Absenteeism we had several groups score in the "Red" such as our Students with Disabilities, Hispanic, and Asian students. Our English Learners and Socioeconomically Disadvantaged students were identified as "Orange" in Chronic Absenteeism. In the area of English Learner Progress our EL students were identified as "Orange." Instead of improving they declined.

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 new attendance clerk and Community Schools group have really made an effort to improve attendance. Prizes are given to students who have perfect attendance, names are announced over the school intercom. Classes with the best attendance rate in a given month can win a field trip to In and Out Burger. In regards to English Learner Progress our school's EL Specialists are providing intervention to our Long Term ELs as well as primary language intervention to students in Two Way Immersion program.

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		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.32%	0.33%	0.17%	2	2	1
African American	3.53%	2.48%	2.36%	22	15	14
Asian	4.98%	5.45%	5.56%	31	33	33
Filipino	3.85%	4.13%	4.38%	24	25	26
Hispanic/Latino	79.94%	80.53%	79.80%	498	488	474
Pacific Islander	1.77%	1.98%	1.68%	11	12	10
White	2.73%	1.49%	2.02%	17	9	12
Multiple/No Response	2.41%	2.81%	3.37%	15	17	20
Total Enrollment				623	606	594

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		24	22
Kindergarten	77	65	71
Grade 1	89	79	67
Grade 2	95	83	79
Grade 3	90	97	86
Grade 4	83	88	96
Grade 5	83	87	89
Grade 6	84	83	84
Total Enrollment	623	606	594

Conclusions based on this data:

- Over the past 3 years we have seen an overall decrease in our school population from 623 to 594 which less than 30 students. In grades 4-6 we a slight increase in our number, but in grades K-3 we see the decrease in students that tally to the loss of 30 students. Recently, a neighboring charter school expanded their enrollment numbers which could be why we lost some students in the K-3 grade spans. It is my belief that if we expand our Two Way Immersion program we would grow even further.

2. Over the three year period, 23-26 our Asian, Filipino, and multiple race populations increased. Our Latinx and Pacific Islander populations had little change during the same time period. Both our African American and White populations decreased over the three year period.
3. In the past three years we've seen an enrollment drop of 30 students. Analysis of the data shows that less students are registering at Schafer Park each year. Several families have moved to more affordable areas.

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		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	233	225	207	38.5%	37.4%	34.8%
Fluent English Proficient (FEP)	148	138	146	23.7%	23.8%	24.6%
Reclassified Fluent English Proficient (RFEP)				16.7%		

Conclusions based on this data:

1. The number of English Learners has declined over the last three years from 233 to 207 ELs. The percentage of English Learners has stayed consistent over the three years, only down 3%.
2. Our Fluent English Proficient (FEP) students increased by 8 students. The overall percentage of our FEP student population, increased minimally, 23.7 to 24.6%.
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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	90	90	98	86	89	96	86	88	96	95.6	98.9	98
Grade 4	92	87	90	91	82	88	91	82	88	98.9	94.3	97.8
Grade 5	92	82	88	90	81	86	90	81	86	97.8	98.8	97.7
Grade 6	91	82	83	89	80	79	88	80	78	97.8	97.6	95.2
All Grades	365	341	359	356	332	349	355	331	348	97.5	97.4	97.2

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2397.	2390.	2380.	16.28	11.36	15.63	18.60	30.68	9.38	32.56	21.59	28.13	32.56	36.36	46.88
Grade 4	2443.	2426.	2442.	19.78	15.85	20.45	19.78	18.29	22.73	21.98	14.63	19.32	38.46	51.22	37.50
Grade 5	2460.	2483.	2495.	12.22	17.28	20.93	20.00	23.46	22.09	23.33	27.16	30.23	44.44	32.10	26.74
Grade 6	2501.	2512.	2524.	13.64	10.00	15.38	21.59	31.25	41.03	34.09	30.00	16.67	30.68	28.75	26.92
All Grades	N/A	N/A	N/A	15.49	13.60	18.10	20.00	25.98	22.99	27.89	23.26	23.85	36.62	37.16	35.06

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	16.28	7.95	3.13	53.49	62.50	61.46	30.23	29.55	35.42
Grade 4	9.89	8.54	12.50	63.74	57.32	61.36	26.37	34.15	26.14
Grade 5	10.00	12.35	15.12	58.89	62.96	65.12	31.11	24.69	19.77
Grade 6	17.05	12.50	11.69	54.55	56.25	61.04	28.41	31.25	27.27
All Grades	13.24	10.27	10.37	57.75	59.82	62.25	29.01	29.91	27.38

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	15.12	9.20	11.58	51.16	57.47	56.84	33.72	33.33	31.58
Grade 4	7.78	12.20	13.64	66.67	43.90	55.68	25.56	43.90	30.68
Grade 5	10.00	17.28	20.93	50.00	54.32	58.14	40.00	28.40	20.93
Grade 6	12.94	17.50	22.08	44.71	51.25	54.55	42.35	31.25	23.38
All Grades	11.40	13.94	16.76	53.28	51.82	56.36	35.33	34.24	26.88

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	3.49	12.50	5.21	69.77	68.18	67.71	26.74	19.32	27.08
Grade 4	10.99	7.32	10.23	67.03	73.17	70.45	21.98	19.51	19.32
Grade 5	11.11	12.35	15.12	62.22	71.60	70.93	26.67	16.05	13.95
Grade 6	17.05	10.00	5.19	69.32	71.25	75.32	13.64	18.75	19.48
All Grades	10.70	10.57	8.93	67.04	71.00	70.89	22.25	18.43	20.17

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	9.30	9.09	10.42	65.12	61.36	57.29	25.58	29.55	32.29
Grade 4	12.09	10.98	15.91	68.13	62.20	61.36	19.78	26.83	22.73
Grade 5	14.44	13.58	16.28	63.33	65.43	62.79	22.22	20.99	20.93
Grade 6	15.91	18.75	12.82	67.05	62.50	71.79	17.05	18.75	15.38
All Grades	12.96	12.99	13.79	65.92	62.84	62.93	21.13	24.17	23.28

Conclusions based on this data:

1. According to the CAASPP data over the past three years we did surpass our 95% participation goal all three years. The 22-23 school year we had our best percentage at 97.5%. All other years we were above 97%. In regards to overall student achievement last year we had the highest percent of students who exceeded standard, 18.10% in 24-25. In 23-24 we had our highest percentage of students who scored at standard with 25.98%, followed by 24-

25 with 22.99%. Our best results for standard nearly met was in 22-23 with 27.89%. Another positive about the 24-25 school year was that we had the fewest students score at standard not met, 35.06%. Both 5th and 6th grade were very close to getting less than 25% of students who did not meet standard.

2. The claim in which we saw the most growth was in listening: demonstrating effective communication skills. Over the past three years the percentage of students scoring at /near has maintained in the low 70's. While all grade dipped from their 23-24 percentages, 6th grade increased 71.25 to 75.32% of students at or near standard. The area where we've seen consistent growth over the three year span is in writing. In 22-23 we had 11.40% of students scoring above standard and in 24-25 we grew to 16.76% which is a growth of 5.36%. In the area of listening we had the fewest percentage of students score below standard at 20.17% in 24-25. Overall our school continues to grow in English Language Arts(ELA) as we either sustained the number of students at/or near standard in all claim areas: Research/Inquiry, Listening, Writing, and Reading. In all areas we scored above 56%. All grade levels except 3rd continued to grow. Sixth grade was our strongest performer with over 56.41% of students scoring at or above standard.
3. While we have had consistent growth in English Language Arts over the past three years we still have areas for growth. For example 46.88% of our 3rd graders in 24-25 did not meet standard. Their mean scale score continued to drop from 2397 in 22.23 to 2380.7 in 24-25. Third grade also had the highest number of students scoring below standard on all four claims. With the use of the FastBridge screener, Multitudes, STAR Assessments (Trimesterly), the IABs as well as Benchmark resources we should be able to gather trends, create intervention plans, and provide during and/or after school intervention to build up their skills. Our goal is 10 points closer to standard overall.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	90	90	98	86	89	96	86	89	96	95.6	98.9	98
Grade 4	91	86	90	90	84	88	90	84	88	98.9	97.7	97.8
Grade 5	92	82	87	89	80	86	89	80	86	96.7	97.6	98.9
Grade 6	91	82	83	89	80	81	89	80	81	97.8	97.6	97.6
All Grades	364	340	358	354	333	351	354	333	351	97.3	97.9	98

* 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2408.	2395.	2386.	16.28	6.74	12.50	20.93	26.97	17.71	32.56	23.60	28.13	30.23	42.70	41.67
Grade 4	2434.	2431.	2431.	6.67	11.90	6.82	13.33	13.10	14.77	47.78	32.14	36.36	32.22	42.86	42.05
Grade 5	2430.	2453.	2459.	6.74	10.00	8.14	6.74	7.50	15.12	19.10	32.50	27.91	67.42	50.00	48.84
Grade 6	2480.	2479.	2498.	10.11	8.75	12.35	13.48	16.25	13.58	38.20	28.75	30.86	38.20	46.25	43.21
Grade 11															
All Grades	N/A	N/A	N/A	9.89	9.31	9.97	13.56	16.22	15.38	34.46	29.13	30.77	42.09	45.35	43.87

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	16.47	10.11	12.50	48.24	42.70	43.75	35.29	47.19	43.75
Grade 4	6.67	16.67	11.36	43.33	36.90	40.91	50.00	46.43	47.73
Grade 5	6.74	8.75	6.98	30.34	31.25	44.19	62.92	60.00	48.84
Grade 6	4.55	3.75	11.11	47.73	48.75	46.91	47.73	47.50	41.98
Grade 11									
All Grades	8.52	9.91	10.54	42.33	39.94	43.87	49.15	50.15	45.58

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	25.58	7.87	11.46	48.84	52.81	52.08	25.58	39.33	36.46
Grade 4	14.44	7.14	9.09	52.22	51.19	46.59	33.33	41.67	44.32
Grade 5	7.87	8.75	9.30	34.83	57.50	46.51	57.30	33.75	44.19
Grade 6	7.87	11.25	12.35	55.06	48.75	58.02	37.08	40.00	29.63
All Grades	13.84	8.71	10.54	47.74	52.55	50.71	38.42	38.74	38.75

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	9.30	8.99	7.29	62.79	66.29	62.50	27.91	24.72	30.21
Grade 4	10.00	10.71	10.23	55.56	55.95	61.36	34.44	33.33	28.41
Grade 5	4.49	3.75	8.14	51.69	60.00	55.81	43.82	36.25	36.05
Grade 6	10.11	12.50	7.41	64.04	52.50	59.26	25.84	35.00	33.33
All Grades	8.47	9.01	8.26	58.47	58.86	59.83	33.05	32.13	31.91

Conclusions based on this data:

1. In the area of mathematics, our participation rate over the past three years has consistently maintained in the 97.3 to 98% range which is above our goal of 95%. 3rd and 5th grades had the highest participation rate in mathematics with 98 and 98.9% respectively. 6th grade had the lowest participation rate at 97.6%. We continue to promote student attendance by offering an electronic day if we achieve a 95% attendance rate on all days of testing. I

Overall, we made progress on our math achievement, the percentage of students who who did not meet standard decreased from 45.35% to 43.87%.. We grew slightly in the number of students who exceeded standard and standard nearly met. Conversely, the majority of students at all grade levels scored Standard not met, with nearly half of all 5th graders in that category. In regards to scale scores over the past 3 years we did see progressive growth by both 5th and 6th grade, but 3rd and 4th had results that were inconsistent. While the percentage of students scoring at or above standard is steadily increasing we need to really work on shrinking the number of students not at standard.

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. A new intervention program that we started in the 25-26 school year is Peer Teach which is an online math program that teachers use to pre assess students on specific standards, the program pairs students to coach one another on additional problems, then they take a post assessment. This program gives teachers valuable information as where students are and what kinds of support do they need to be successful in mastering the standard.

2. In both claims of problem solving & modeling/data analysis and concepts & procedures we saw slight increases in the percentage of students scoring above standard from the previous year. In the claim of communicating reasoning: demonstrating ability to support mathematical conclusions we saw our best results. Almost 60% of our students were at, or near standard. Grade 6 had the highest percentage of students scoring above standard in the claim of problem solving & modeling/data analysis and the most growth over time, 7.87% in 22-23 to 12.35% in 24-25 . 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%.

Our greatest area of need is Concepts and Procedures: Applying Mathematical procedures and concepts. Only 44% 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 8.52% to 10.54%. Third grade had the most students scoring above standard in Concepts and Procedures at 12.5%. In this area 6th grade saw the most improvement over the three year span, 4.55% in 22-23 to 11.11% in 24-25. In the area of concepts and procedures fifth grade had 48.84% of their students scoring below standard. Fifth grade had the least amount of students score above standard at 6.98%. Grade 6 had 46.91% 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.

3. Our continued use of IXL, the district online intervention program, after school grade level intervention, and the new Peer Teach platform should bridge the areas of unfinished learning and current grade level standards 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 2026-27 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 \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	1445.6	1386.1	1423.4	1450.4	1394.3	1438.2	1434.2	1366.8	1388.7	58	63	40
1	1446.6	1427.7	1404.3	1461.6	1444.1	1410.3	1431.1	1410.8	1397.8	37	37	36
2	1472.4	1474.1	1468.1	1489.1	1479.3	1472.3	1455.1	1468.3	1463.3	38	43	36
3	1484.5	1489.0	1470.9	1492.1	1506.4	1471.2	1476.6	1471.1	1470.1	42	34	35
4	1492.6	1492.6	1492.6	1493.4	1497.3	1500.1	1491.2	1487.5	1484.6	25	36	32
5	1513.6	1520.5	1504.9	1534.3	1527.1	1504.5	1492.3	1513.5	1504.9	33	19	32
6	1519.2	1521.7	1494.1	1521.1	1529.9	1496.5	1517.1	1513.0	1491.5	17	25	22
All Grades										250	257	233

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	25.86	11.11	22.50	43.10	28.57	32.50	18.97	28.57	22.50	12.07	31.75	22.50	58	63	40
1	2.70	2.70	2.78	40.54	35.14	27.78	51.35	32.43	36.11	5.41	29.73	33.33	37	37	36
2	10.53	23.26	11.11	42.11	44.19	33.33	34.21	16.28	33.33	13.16	16.28	22.22	38	43	36
3	16.67	17.65	14.29	28.57	41.18	37.14	35.71	23.53	28.57	19.05	17.65	20.00	42	34	35
4	12.00	16.67	25.00	36.00	38.89	37.50	32.00	25.00	12.50	20.00	19.44	25.00	25	36	32
5	9.09	5.26	6.25	48.48	68.42	50.00	27.27	5.26	25.00	15.15	21.05	18.75	33	19	32
6	23.53	4.00	13.64	35.29	56.00	45.45	23.53	32.00	22.73	17.65	8.00	18.18	17	25	22
All Grades	14.80	12.45	13.73	39.60	40.86	36.91	31.60	24.51	26.18	14.00	22.18	23.18	250	257	233

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	36.21	12.70	25.00	37.93	31.75	40.00	13.79	23.81	15.00	12.07	31.75	20.00	58	63	40
1	16.22	18.92	16.67	64.86	29.73	25.00	13.51	32.43	27.78	5.41	18.92	30.56	37	37	36
2	28.95	39.53	19.44	42.11	30.23	50.00	23.68	16.28	25.00	5.26	13.95	5.56	38	43	36
3	38.10	61.76	34.29	38.10	14.71	42.86	14.29	11.76	5.71	9.52	11.76	17.14	42	34	35
4	44.00	38.89	40.63	28.00	38.89	31.25	16.00	8.33	12.50	12.00	13.89	15.63	25	36	32
5	54.55	52.63	46.88	36.36	26.32	31.25	0.00	10.53	3.13	9.09	10.53	18.75	33	19	32
6	47.06	32.00	36.36	23.53	60.00	40.91	11.76	0.00	4.55	17.65	8.00	18.18	17	25	22
All Grades	36.40	33.07	30.47	40.40	32.30	37.34	13.60	16.73	14.16	9.60	17.90	18.03	250	257	233

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K		6.35	10.00		19.05	30.00		44.44	45.00		30.16	15.00		63	40
1		2.70	2.78		24.32	19.44		29.73	30.56		43.24	47.22		37	36
2		9.30	5.56		53.49	36.11		18.60	25.00		18.60	33.33		43	36
3		2.94	0.00		11.76	22.86		47.06	51.43		38.24	25.71		34	35
4		2.78	9.38		22.22	31.25		33.33	31.25		41.67	28.13		36	32
5		0.00	3.13		21.05	12.50		63.16	50.00		15.79	34.38		19	32
6	5.88	0.00	0.00	17.65	16.00	22.73	52.94	52.00	36.36	23.53	32.00	40.91	17	25	22
All Grades	6.80	4.28	4.72	19.60	24.90	25.32	44.80	38.91	38.63	28.80	31.91	31.33	250	257	233

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	29.31	9.52	17.50	56.90	60.32	62.50	13.79	30.16	20.00	58	63	40
1	27.03	18.92	16.67	70.27	59.46	50.00	2.70	21.62	33.33	37	37	36
2	15.79	25.58	11.11	68.42	55.81	72.22	15.79	18.60	16.67	38	43	36
3	11.90	20.59	5.71	61.90	50.00	60.00	26.19	29.41	34.29	42	34	35
4	12.00	16.67	25.00	48.00	66.67	46.88	40.00	16.67	28.13	25	36	32
5	15.15	5.26	6.25	60.61	78.95	75.00	24.24	15.79	18.75	33	19	32
6	23.53	12.00	4.55	58.82	72.00	68.18	17.65	16.00	27.27	17	25	22
All Grades	20.00	15.95	12.88	61.20	61.48	61.80	18.80	22.57	25.32	250	257	233

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	41.38	11.11	35.00	43.10	52.38	42.50	15.52	36.51	22.50	58	63	40
1	45.95	13.51	8.33	45.95	67.57	61.11	8.11	18.92	30.56	37	37	36
2	63.16	60.47	38.89	31.58	25.58	58.33	5.26	13.95	2.78	38	43	36
3	66.67	76.47	71.43	21.43	14.71	11.43	11.90	8.82	17.14	42	34	35
4	72.00	63.89	62.50	16.00	22.22	25.00	12.00	13.89	12.50	25	36	32
5	90.91	84.21	71.88	0.00	10.53	6.25	9.09	5.26	21.88	33	19	32
6	58.82	84.00	77.27	23.53	8.00	4.55	17.65	8.00	18.18	17	25	22
All Grades	60.40	48.25	49.79	28.40	33.46	32.19	11.20	18.29	18.03	250	257	233

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	17.24	3.17	0.00	74.14	60.32	77.50	8.62	36.51	22.50	58	63	40
1	8.11	8.11	2.78	43.24	51.35	44.44	48.65	40.54	52.78	37	37	36
2	5.26	0.00	11.11	57.89	81.40	52.78	36.84	18.60	36.11	38	43	36
3	4.76	0.00	2.86	35.71	44.12	54.29	59.52	55.88	42.86	42	34	35
4	12.00	0.00	9.38	28.00	50.00	53.13	60.00	50.00	37.50	25	36	32
5	0.00	0.00	3.13	51.52	68.42	59.38	48.48	31.58	37.50	33	19	32
6	0.00	0.00	0.00	35.29	36.00	36.36	64.71	64.00	63.64	17	25	22
All Grades	8.00	1.95	4.29	50.40	57.20	55.36	41.60	40.86	40.34	250	257	233

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	41.38	25.40	27.50	43.10	46.03	57.50	15.52	28.57	15.00	58	63	40
1	0.00	2.70	2.78	91.67	56.76	63.89	8.33	40.54	33.33	36	37	36
2	7.89	27.91	16.67	71.05	53.49	50.00	21.05	18.60	33.33	38	43	36
3	21.43	8.82	5.71	47.62	70.59	74.29	30.95	20.59	20.00	42	34	35
4	20.00	16.67	3.13	44.00	52.78	71.88	36.00	30.56	25.00	25	36	32
5	6.06	26.32	0.00	57.58	63.16	81.25	36.36	10.53	18.75	33	19	32
6	23.53	12.00	4.55	58.82	76.00	77.27	17.65	12.00	18.18	17	25	22
All Grades	18.88	17.90	9.44	58.23	57.20	66.95	22.89	24.90	23.61	249	257	233

Conclusions based on this data:

1. According the ELPAC Summative Assessment Data the number of Multilingual Learners who completed the ELPAC decreased from 257 to 233 in 2024-2025. Our students scored better in oral language compared to written

language. Our overall scores showed a decrease at almost all grade levels from the previous year. 5th grade students had the highest average scale scores in both oral and written language with scores such as 1504.5 and 1504.9 respectively. 1st grade students had the lowest average scale scores in oral language and kindergarten had the lowest scale scores for written language.

In the area of overall language a quarter of all 4th graders or 25% of students scored at a level 4 which is the highest level, they were followed closely by kindergarten at 22.5%. 1st and 5th grade had the lowest percentage of students score at level 4 with 2.78 and 6.25 respectively. Students scoring at level 4 are the students most likely to be reclassified. At level 3 both 5th and 6th grade led the pack with 50% and 45.45% respectfully. 1st grade had the lowest percentage of students scoring at level 3 with 27.78%. 1st grade did have the highest percentage of students scoring at level 2 with 36.11%. Finally 1st grade also had the highest percentage of students scoring at level 1 with 33.33%.

In the area of oral language we see that the percentage of students scoring at level 4 or 3 has decreased over past 3 years and increased at levels 2 and 1. 5th grade students had the highest percentage of students at level 4 with 46.88% and 2nd grade lead the way at level 3 in oral language with 50%. 1st grade had the highest percentage of students scoring at levels 2 and 1. Multi-lingual learners tend develop oral language first, so makes perfect sense that students in grades 4-6th have the higher percentages of students scoring at level 4.

Written language on the other hand tends to take longer to develop. As a school most of our students scored at level 2 in written language with an average of 38.63%. 51.43% of 3rd grade students scored at level 2 which was the highest percentage of any grade level. 1st grade had the highest percentage of students at level 1 with 47.22%. 2nd grade had the most students obtain level 3 in written language with 36.11%. Kindergarten had the highest percentage at level 4 with 10%. The data shows written language needs to be a school wide priority as we have too many students struggling to move past levels 1 and 2.

2. When looking at the different domains that make up the ELPAC test we see where we are doing well and where we need to improve. For example in analyzing the listening domain the majority of our students scored somewhat/moderately with an average of 61.8%. 25% of grade 4 students scored well developed in listening. 34.29% of 3rd grade MLL students scored in the beginning category.

In the domain of speaking our students did the best with a school wide average of 49.79% scoring well developed. 6th grade MLL students led the way with 77.27%. In the area of somewhat/moderately students scored at 32.19%. Only 18.03% of our MLL students scored at beginning. When looking at our data our primary grade students comprised the majority of beginning students and intermediate students comprise the well developed group. Historically this is how our MLL students should perform in all areas, but as we know students learning differently.

In the domain of reading most of our students scored at somewhat/moderately with a school wide average of 55.36%, led the way by kindergarten which scored 77.5%. Our next level is beginning at 40.34% with 6th grade leading the way at 63.64% Only 4.29% of our students have well developed reading skills. 2nd grade led the way at 11.11%. Reading skills do take longer to develop with our MLL students, but its concerning that our well developed number of students is so so low. We should see more of our intermediate grade level students perform better. One impact is the fact that in the last 3 years we've had an increase in newcomer students from various parts of the globe. Most of our newcomers are in the 3rd to 6th grade levels.

The writing domain is usually the last one to develop amongst all MLL students. Surprisingly, students scored better in writing than they did in reading. The majority of our students scored at somewhat/moderately, 66.95%. Led by 5th grade at 81.25%. In fact, grades 3rd to 6th scored over 70%. The next highest category was beginning with 23.61%, led by both 1st and 2nd grade with 33.33%. Our well developed remained small at 9.44%. This is a drop from 18.88% in 22-23 school year. Kindergarten led the way with 27.5%. Intermediate grades should be scoring higher at well developed than they are. This tells me that our English Language Development classes are not focusing on reading and writing.

3. We should see more gains in the 25-26 school year as our ELL Specialist used the Summit K-12 ELD program with our long term English learners. Also both ELL Specialists are providing during the day language arts intervention in the student's primary language. As a school we provided students with after school intervention in language arts using the UFLI and SIPPS programs. While the UFLI and SIPPS programs focus on letter sounds, blending, and phonics we need to develop a better way to give our MLL students access to writing. As school we need to implement more listening comprehension strategies. Strategies such as instructional read alouds, sentence frames, cognates, and vocabulary builders should help MLL students develop skills in all domains.

School and Student Performance Data

Student Population

The 2025 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.

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
606	77.6%	37.1%	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.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	225	37.1%
Foster Youth	0	0.0%
Homeless	3	0.5%
Socioeconomically Disadvantaged	470	77.6%
Students with Disabilities	64	10.6%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	15	2.5%
American Indian	2	0.3%
Asian	33	5.4%
Filipino	25	4.1%
Hispanic	488	80.5%
Two or More Races	17	2.8%
Pacific Islander	12	2%
White	9	1.5%

Conclusions based on this data:

1. Although Schafer Park is a diverse school, 77.6% of our student population is Latinx. The next two largest race/ethnicity groups are Asian at 5.4% and Filipino at 4.1%. Our African American population at 2.5% decreased

by 1%. 37.1% of our students are English Learners, 10.6% of our students have disabilities, and 77.6% 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 606.

2. In regards to student groups, our largest is Latinx at 80.5%, Socioeconomically Disadvantaged at 77.6%, followed by English Learners with 37.1%, and Students with Disabilities at 10.6%. 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. Several long time families are finding housing opportunities in other areas of the state or outside the state.

School and Student Performance Data

Overall Performance

The 2025 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.”



2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Our performance data illustrates our need for improvement. While our chronic absenteeism and English Learner progress are at orange which is below mid-level performance. In the areas of English Language Arts and Mathematics we are in yellow which is at the mid-level range. Our suspension rate dropped in 24-25 which moved us to green which is above the mid-level status.

2. Academically, in English Language Arts and Mathematics we grew to the yellow range, which coincides with the fact that we have the 3rd highest ELA scores in the district. Our school wide focus this year will be to continue to improve in all academic areas, but with a focus on mathematics and writing.
3. In the area of Academic Engagement, our Chronic Absenteeism is at orange, which is a decrease from last year when we were at yellow. Conditions & Climate: Our suspension rate continued to drop placing us in the green category. 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

The 2025 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 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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>24.7 points below standard</p> <p>Increased 6.5 points</p> <p>342 Students</p>	<p>English Learners</p> <p>Yellow</p> <p>40.1 points below standard</p> <p>Increased 10 points</p> <p>184 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>9 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>31.9 points below standard</p> <p>Increased 5.4 points</p> <p>275 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>97.1 points below standard</p> <p>Increased 8.5 points</p> <p>38 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>9 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>
<p>Asian</p>  <p>No Performance Color</p> <p>57.5 points below standard</p> <p>Declined 45.5 points</p> <p>23 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>42.9 points above standard</p> <p>14 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>22.3 points below standard</p> <p>Increased 10.1 points</p> <p>271 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>0.5 points below standard</p> <p>11 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>

Conclusions based on this data:

1. In the area of English Language Arts (ELA), on average, stance from standard increased by 6.5 points. 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 were not counted as we only had 9 students with scores. On the other hand our Asian students declined 45.5 points and are 57.5 points below standard. Our Filipino scored 42.9 points above standard based on 14 students. Our largest group Hispanic/Latinx which is comprised of 271 students which scored 22.3 below standard, this was an increase 10.1 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 all increased points towards meeting the standard. For instance, our Students with Disabilities improved to the orange category, scored 97.1 points below standard which was an increase of 8.5 points. Our students identified as Socioeconomically Disadvantaged improved to the yellow category and scored 31.9 points below standard with an increase of 5.4 points. This is one of our largest sub groups at 275 students. Our English Learners improved to the yellow category with an increase of 10 points. Which put them at 40.1 points below standard. While our results demonstrated gains in English Language Arts we still need to continue to engage all our students. We need to continue to use data from local Fastbridge, STAR, Benchmark assessments to continue to improve. We will use our results we to look at student needs, provide them intensive intervention, 1 on 1 work with paras/teachers, and small group instruction during the school day.

School and Student Performance Data

Academic Performance Mathematics

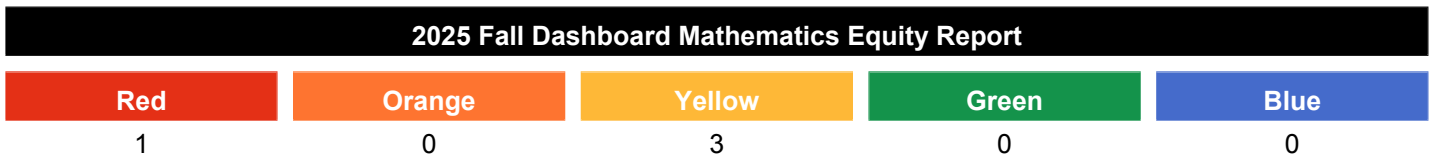
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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












This section provides 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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>55.8 points below standard</p> <p>Increased 3.9 points</p> <p>343 Students</p>	<p>English Learners</p> <p>Yellow</p> <p>68 points below standard</p> <p>Increased 4.6 points</p> <p>185 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>9 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>61.4 points below standard</p> <p>Increased 4.7 points</p> <p>276 Students</p>

<p>Students with Disabilities</p>  <p>Red</p> <p>126.7 points below standard</p> <p>Declined 4.8 points</p> <p>38 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>9 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>
<p>Asian</p>  <p>No Performance Color</p> <p>71.8 points below standard</p> <p>Declined 35 points</p> <p>23 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0 points below standard</p> <p>14 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>54.6 points below standard</p> <p>Increased 4.5 points</p> <p>272 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>58.9 points below standard</p> <p>11 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>

Conclusions based on this data:

1. In Mathematics, we performed at 55.8 points below standard, which was an increase of 3.9 points. This performance placed us at an overall yellow. 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 54.6 points below standard which is an increase of 4.5 points over last year. This result put us in the yellow category. The only subgroups with an average decline in points from standard were Asians and Students with Disabilities. Our Asian students scored 71.8 points below standard which was a decline of 35 points. Our African American students had no results due the low number of students. 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 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 68 points below standard which was an increase of 4.6 points from last year. Our ELLs scored in the yellow category. Our Studentd with Disabilitlies scored 126.7 points below standard which was a decline of 4.8 points. This group qualified for the red category. Our Socioeconomically Disadvantaged students scored 61.4 points below standard which was increase of 4.7 points from last year. This group improved into the yellow range. All groups qualify for additional help through interventions with platforms such as IXL and programs such as Cesar Chavez Foundation Math. In 25-26 we introduced the platform Peer Teach which is a colloaborative and interactive standards based platform from Stanford University. Our 6th grade group used it consistently and we saw their scores increase on district benchmarks and on IAB exams. Using data from our district benchmarks, CAASPP, and STAR will help us identify students for interventions and help us group them into small groups.

School and Student Performance Data

Academic Performance Science

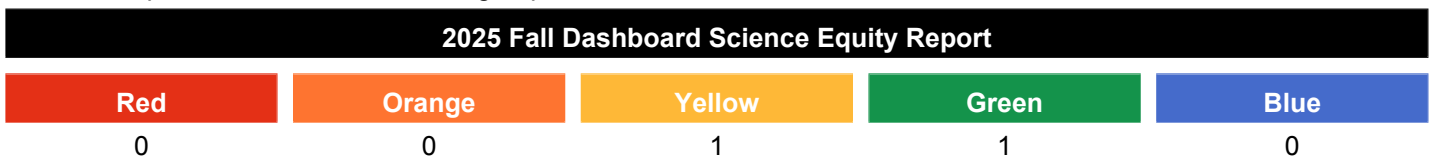
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>49.9 science points</p> <p>Maintained 0.4 points</p> <p>82 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>46.3 science points</p> <p>Increased 5.1 points</p> <p>52 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>48.3 science points</p> <p>Maintained 0.1 points</p> <p>68 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 8 Students</p>	<p>African American</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 3 Students</p>	<p>American Indian</p>  <p>No Performance Color 0 Students</p>
<p>Asian</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 7 Students</p>	<p>Filipino</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 3 Students</p>	<p>Hispanic</p>  <p>Green 49.4 science points Increased 2.2 points 61 Students</p>
<p>Two or More Races</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 3 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 2 Students</p>	<p>White</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 2 Students</p>

Conclusions based on this data:

1. In the area of science as a school we scored 49.9 science points, which maintained our status at yellow. Our major sub-groups for science are Hispanic/Latinx and Socioeconomically Disadvantaged.
2. Our Hispanic/Latinx sub group scored 49.4 science points which was an increase of 2.2 points. This placed us in the green category. Results were based on 61 students. None of our other ethnic/racial sub groups had enough students or data to report.
3. Our socioeconomically disadvantaged students scored 48.3 science points, which maintained by .1 points. This group was placed in the yellow category. Our English Learners scored 46.3 science points which was an increase of 5.1 points. Unfortunately we received no performance color based on our 52 students. For 26-27 we will have a new science prep teacher. Teachers will use NGSS standards and Benchmark ELA program to support science instruction. We will continue to offer our students Tech Challenge program and coding classes after school. Our STEAM lab is equipped with many science based discovery activities to spark student interest.

School and Student Performance Data



Academic Performance English Learner Progress

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress  Orange 39.8 making progress. Number Students: 181 Students	Long-Term English Learner Progress  No Performance Color making progress. Number Students: 9 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.

2025 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
16.6%	43.6%	0%	39.8%

Conclusions based on this data:

- 39.8% of the English Learners made one of level growth. The majority of our EL students performed at a level 3. Our school wide progress is at orange.
- 43.6% of the English Learners maintained their level.
- 16.6% 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 Engagement Chronic Absenteeism

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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.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<p>All Students</p>  <p>Orange</p> <p>22.9% Chronically Absent</p> <p>Declined 1.1</p> <p>630 Students</p>	<p>English Learners</p>  <p>Orange</p> <p>23.3% Chronically Absent</p> <p>Declined 2.4</p> <p>266 Students</p>	<p>Long-Term English Learners</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>9 Students</p>
<p>Foster Youth</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p>  <p>No Performance Color</p> <p>45.5% Chronically Absent</p> <p>Declined 4.5</p> <p>11 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Orange</p> <p>25.2% Chronically Absent</p> <p>Declined 1.1</p> <p>500 Students</p>

<p>Students with Disabilities</p>  <p>Red</p> <p>28.6% Chronically Absent</p> <p>Maintained 0.4</p> <p>84 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>63.2% Chronically Absent</p> <p>Declined 0.5</p> <p>19 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>
<p>Asian</p>  <p>Red</p> <p>23.5% Chronically Absent</p> <p>Increased 8.4</p> <p>34 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>7.4% Chronically Absent</p> <p>Declined 8</p> <p>27 Students</p>	<p>Hispanic</p>  <p>Red</p> <p>23.9% Chronically Absent</p> <p>Increased 0.7</p> <p>502 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>0% Chronically Absent</p> <p>Declined 15.8</p> <p>25 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>16.7% Chronically Absent</p> <p>Maintained 0</p> <p>12 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>9 Students</p>

Conclusions based on this data:

1. In the area of Chronic Absenteeism 22.9% of our students are considered chronically absent which is a decline of 1.1%. This is an improvement over last year. These results qualified us for the orange 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. Our subgroups had varying results, some declined, some maintained, and others increased. Our Pacific Islanders and Students with Disabilities maintained there position. Our Asian and Hispanic/Latinx unfortunately increased the number of students chronically absent. Our sub groups: Two or More Races, Filipino, African American, Socioeconomically Disadvantaged, Homeless, and English Learners all declined.
3. Most qualified sub-groups landed in the red group, followed by two groups that landed in the orange category. Overall, the rate of chronic absenteeism declined slightly by -1.1%.

School and Student Performance Data

Conditions & Climate Suspension Rate

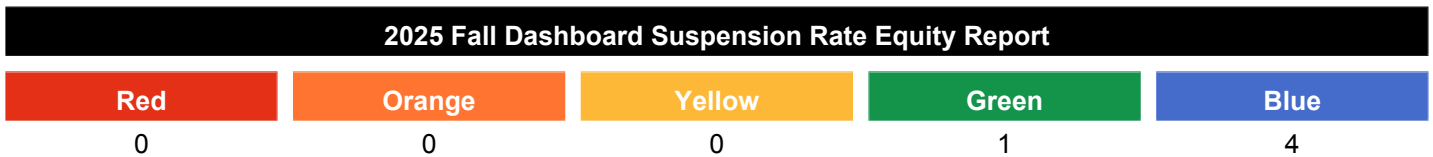
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This section provides number of student groups in each level.



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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>0.9% suspended at least one day</p> <p>Declined 0.7%</p> <p>640 Students</p>	<p>English Learners</p> <p>Blue</p> <p>0.4% suspended at least one day</p> <p>Declined 1.3%</p> <p>272 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>9 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>11 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Blue</p> <p>0.8% suspended at least one day</p> <p>Declined 1%</p> <p>509 Students</p>

<p>Students with Disabilities</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Declined 2.5%</p> <p>87 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Declined 13.6%</p> <p>20 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>
<p>Asian</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>35 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>27 Students</p>	<p>Hispanic</p>  <p>Green</p> <p>0.6% suspended at least one day</p> <p>Declined 0.9%</p> <p>509 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>12% suspended at least one day</p> <p>Increased 12%</p> <p>25 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>12 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>10 Students</p>

Conclusions based on this data:

1. In the area of Conditions and Climate our Suspension rate was 0.9% of students suspended at least one day, which is a decrease of 0.7% 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 Pacific Islanders, Asians, and Filipino students maintained their suspension rate. Our students identified as Two or More Races increased by 12% in the number of days suspended. Our African American and Hispanic/Latinx groups both declined. Our Asians students were categorized at Blue and Hispanic/Latinx was categorized at Green.
3. All our other sub-groups landed in the Blue group. Students with Disabilities suspensions declined by 2.5%. Our Socioeconomically Disadvantaged group saw a decrease by 1% in. Our English Learners declined by 1.3%

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 10 points.

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 2023-24 and the Interim Assessment Blocks (IAB) ELA from 2025-26, the expected growth for all students is to increase the school wide number of students meeting or exceeding standard by 3% in 2025-26. 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). Our overall goal is grow by 10 points towards meeting ELA standards.

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/Multitudes for K-2	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.
Collaboration Intervention	Students performing 1-2 years below grade level	Growth towards reading at grade level
ELA CAASP CAT & Performance Task	25 points below standard average score	Growth of 10 points towards standard.

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 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	22000.00 ESSA Title I , Part A , Basic Grants Low Income and Neglected 1000-1999: Certificated Personnel Salaries Literacy Intervention Teacher
1.2	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
1.3	Schafer Park will provide after school intervention for students in English and Spanish Language Arts.	All students who are 1-2 years below	6000.00 Title I: Schoolwide Program Certificated Hourly Certificated Salaries

Annual Review

SPSA Year Reviewed: 2025-26

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 10 points.

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 2024-25 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 2025-26. 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), Chicanx/Latinx 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. Once a trimester we meet to discuss data from HUSD Benchmarks and STAR Math Assessment. In 25-26 we began to use the Peer Teach platform for intervention. Our 6th grade used consistently and we saw overall growth towards meeting the standards.

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 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
After school intervention - Peer Teach	Students scoring 1-2 years below grade level	.5 to 1 year of growth or more
Math CAASPP CAT and Performance Task	56 points below standard average score	10 points towards standard

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 students with after school intervention in the area of mathematics.	Based on data from STAR Math and HUSD Trimester Benchmarks students will be recommended for after school intervention classes.	6000.00 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 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 Part A: Basic Grants Low-Income and Neglected 4000-4999: Books And Supplies STEAM Instructional Materials
2.3	Schafer Park will provide a during the day and after school math intervention using the Peer Teach Platform	All students grades 2-6	4500.00 Title I: Schoolwide Program 5000-5999: Services And Other Operating Expenditures Peer Teach Platform

			2000.00 LCFF Supplemental and Concentration Funds 5000-5999: Services And Other Operating Expenditures Peer Teach Platform
2.4	Schafer Park will provide a math assessment that gage students progress over the year in math in relation to grade level content standards.	All students K-6	3000.00 Title I: Schoolwide Program 5000-5999: Services And Other Operating Expenditures Renaissance Math Program (STAR)

Annual Review

SPSA Year Reviewed: 2025-26

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. Now that we have HUSD Math Benchmarks for all grades K-6 we are able to see growth over time and adherence to the HUSD Math Pacing Guides.

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 26 - 27 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 10 points.

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 2024-25 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 Fastbridge scores in ELA for K-2, Common Core writing tasks scores, ELPAC scores in all four language domains of listening, speaking, reading, writing and overall scores, report cards, ADEPT receptive and expressive raw scores for EL and R-FEP students.

Group data to be collected to measure gains:

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

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

FEP students to ensure that they are also attaining grade level standards. Data will be shared

periodically with School Site Council, Site Based Decision Making, and English Learners Advisory Committee. Trimester data presentations will take place for all interested community members through the Coffee with the Principal events.

Strategy:

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

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

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

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

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

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

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

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

Anticipated annual growth for each group:

By Spring 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.

- 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	40% Making Progress	50% Making Progress
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 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.	English Learner and Spanish Learner students will have small group instruction provided by a paraeducator	38950.00 Title I: Schoolwide Program 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	1000.00 LCFF Supplemental and Concentration Funds 4000-4999: Books And Supplies Newcomer Instructional Materials

3.3	Schafer Park will provide staff instructional materials to help facilitate the teaching of designated English Language Development (ELD).	English Learners will have the necessary materials to help them acquire English language skills.	500.00 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	1000.00 LCFF Supplemental and Concentration Funds 4000-4999: Books And Supplies Reclassification celebration
3.5	Schafer Park will provide ELL and MLL students opportunities after school to improve their skills in the target language through our ELL/SLL Academy.	All ELL/SLL students	967.00 LCFF Supplemental and Concentration Funds Certificated Hourly Teacher Hourly salaries

Annual Review

SPSA Year Reviewed: 2025-26

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 26-27 school year our bilingual/biliterate paraeducator will work 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 26-27 we will no longer use Lexia English which is specifically designed for 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 26-27 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	180 students who participate in the performances.	Growth of 3%
Students participating in instrumental music	45 students who take instrumental music	Growth of 3%
Students participating in monthly art activities	500 students participated in Principal's art project.	Growth of 3%

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: 2025-26

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 2015-2024 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.

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 as Check-in, Check-out program, solution teams, and restorative circles.

Parents who attend meetings regularly, but do not have a leadership role 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 point 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 of 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:

- 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	25-26% of students feeling connected Percentage of feel connected to the school	Increase by 5%
California Dashboard - Suspensions	0.9% Suspension Rate	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 and equipment to amplify our school wide PBIS program	All Schafer Park students	2000.00 LCFF Supplemental and Concentration Funds 4000-4999: Books And Supplies Incentive to promote good behavior through our PBIS program
5.5	Schafer Park will provide students after school enrichment programs	All students K-6	5000.00 LCFF Supplemental and Concentration Funds Certificated Hourly Teacher Enrichment salary

Annual Review

SPSA Year Reviewed: 2025-26

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, Chicax/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	25-26 parent attendance at events	Growth of 5% more participation
Parents Needing Translation Services for Conferences and childcare for meetings.	25-26 number of parents needing Translation and Child Care	Growth of 5%
Number of parent volunteers who complete the 10 hour minimum volunteer	25-26 number of parents who complete 10 hours of volunteer service	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	1009.00 Title 1: Parent Allocation 5000-5999: Services And Other Operating Expenditures

			Finger printing fee for potential parent volunteers
6.3	Schafer Park will provide parents workshops to give them school set to navigate our HUSD systems.	All parents	1000.00 Title I Part A: Parent Involvement 5800: Professional/Consulting Services And Operating Expenditures Parent Workshops

Annual Review

SPSA Year Reviewed: 2025-26

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 26-27 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 26-27 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 26-27 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	22.9% Chronic Absenteeism Rate	Decrease of Chronic absenteeism by 10 points
Monthly Infinite Campus Attendance reports	12.9% Chronic Absenteeism Rate	Increase of monthly attendance at each grade level by 1% each year until we reach 95%.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
7.1	Schafer Park staff will collaborate with the district's Child Welfare and Attendance division to reduce families' barriers to attendance, including early intervention and COST services.	Our current data shows that most of our students need to improve their attendance.	

<p>7.2</p>	<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 2025-26 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 BPSTIII in Kindergarten to 2nd grades.</p>	<p>All students</p>	<p>1500.00 Title I: Schoolwide Program 4000-4999: Books And Supplies Attendance incentives</p>
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Annual Review

SPSA Year Reviewed: 2025-26

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. .

Goals, Strategies, & Proposed Expenditures

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

Goal 8

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

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
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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
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Annual Review

SPSA Year Reviewed: 2025-26

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.

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 9

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

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
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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
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Annual Review

SPSA Year Reviewed: 2025-26

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.

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 10

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

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
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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
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Annual Review

SPSA Year Reviewed: 2025-26

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.

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

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.

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	\$69,252.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$105,071.00
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: Parent Involvement	\$1,000.00
Title I Part A: Targeted Assistance Program	\$6,000.00

Subtotal of additional federal funds included for this school: \$8,000.00

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	\$22,000.00
LCFF Supplemental and Concentration Funds	\$19,112.00
Title 1: Parent Allocation	\$2,009.00
Title I: Schoolwide Program	\$53,950.00

Subtotal of state or local funds included for this school: \$97,071.00

Total of federal, state, and/or local funds for this school: \$105,071.00

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	19967.00	19,967.00
Title I	85104.00	85,104.00

Expenditures by Funding Source

Funding Source	Amount
ESSA Title I , Part A , Basic Grants Low Income and Neglected	22,000.00
LCFF Supplemental and Concentration Funds	19,112.00
Title 1: Parent Allocation	2,009.00
Title I Part A: Basic Grants Low-Income and Neglected	1,000.00
Title I Part A: Parent Involvement	1,000.00
Title I Part A: Targeted Assistance Program	6,000.00
Title I: Schoolwide Program	53,950.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	22,000.00
2000-2999: Classified Personnel Salaries	39,950.00
4000-4999: Books And Supplies	13,645.00
5000-5999: Services And Other Operating Expenditures	10,509.00
5800: Professional/Consulting Services And Operating Expenditures	1,000.00
Certificated Hourly	17,967.00

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	22,000.00

4000-4999: Books And Supplies	LCFF Supplemental and Concentration Funds	11,145.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration Funds	2,000.00
Certificated Hourly	LCFF Supplemental and Concentration Funds	5,967.00
2000-2999: Classified Personnel Salaries	Title 1: Parent Allocation	1,000.00
5000-5999: Services And Other Operating Expenditures	Title 1: Parent Allocation	1,009.00
4000-4999: Books And Supplies	Title I Part A: Basic Grants Low-Income and Neglected	1,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Parent Involvement	1,000.00
Certificated Hourly	Title I Part A: Targeted Assistance Program	6,000.00
2000-2999: Classified Personnel Salaries	Title I: Schoolwide Program	38,950.00
4000-4999: Books And Supplies	Title I: Schoolwide Program	1,500.00
5000-5999: Services And Other Operating Expenditures	Title I: Schoolwide Program	7,500.00
Certificated Hourly	Title I: Schoolwide Program	6,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	28,645.00
Goal 2	16,500.00
Goal 3	42,417.00
Goal 5	13,000.00
Goal 6	3,009.00
Goal 7	1,500.00

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
Jobita Mireles	Classroom Teacher
Cynthia Lall	Classroom Teacher
Piet Bess	Classroom Teacher
Vacant	Classroom Teacher
Araceli Orozco	Parent or Community Member
Tiffany Romaneda	Parent or Community Member
Rochelle Balthazar	Parent or Community Member
Sintia del Carmen Martinez	Parent or Community Member
Sarah Smilovic LeBlanc	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 5/14/26



SSC Chairperson, Jobita Mireles on 5/14/26



ELAC Representative, Araceli Orozco on 5/14/26

Instructions

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) 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.

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.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to EC Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

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

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
 - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. Use methods and instructional strategies that:
 - i. Strengthen the academic program in the school,
 - ii. Increase the amount and quality of learning time, and
 - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. Strategies to improve students' skills outside the academic subject areas;
 - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations (34 CFR)*, sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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