Stonebrae Elementary School
2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC. For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/ For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fg/aa/lc/ For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2021-22 School Contact Information

School Name	Stonebrae Elementary School
Street	28761 Hayward Blvd.
City, State, Zip	Hayward, CA 94542-2213
Phone Number	(510) 723-3910
Principal	Lauren Matteis
Email Address	lmatteis@husd.k12.ca.us
School Website	https://sto-haywardusd-ca.schoolloop.com
County-District-School (CDS) Code	01611920111815

2021-22 District Contact Information

District Name	Hayward Unified School District
Phone Number	(510) 784-2600
Superintendent	Matt Wayne, Ed. D.
Email Address	mwayne@husd.k12.ca.us
District Website Address	www.husd.k12.ca.us

2021-22 School Overview

Stonebrae Elementary School is a relationship-centered K-6 grade school in Hayward, CA. We believe in the principals of deeper learning and equitable learning experiences for all. We have a Mandarin Dual Language Immersion Program in grades K-6 as well as an English Program available for our students. Our yearly focus is on problem solving at all grades and guided reading instruction. We are looking to provide STEAM activities at each grade level.

We encourage parent involvement in all aspects of our school, including classroom volunteering and involvment in the following campus groups: PTA, School Site Council, English Learners Advisory Committee, African American Student Achievement Initiative, and Site Based Decision Making Team.

Stonebrae's mission is to provide an academic foundation for all Stonebrae students and create a positive learning experience in a way that motivates and encourages creativity in students to realize their potential so that they are well prepared to meet the challenges of the future. Our vision is that all Stonebrae students will be prepared and engaged in the 21st Century learning in a positive and supportive environment.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	96
Grade 1	101
Grade 2	113
Grade 3	113
Grade 4	114
Grade 5	98
Grade 6	61
Total Enrollment	696

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.3
Male	50.7
American Indian or Alaska Native	0.1
Asian	23
Black or African American	10.5
Filipino	4.6
Hispanic or Latino	39.9
Native Hawaiian or Pacific Islander	1.9
Two or More Races	9.9
White	9.8
English Learners	23.9
Foster Youth	0.3
Homeless	1.4
Socioeconomically Disadvantaged	43
Students with Disabilities	9.9

A. Conditions of Learning

State Priority: Basic

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

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

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

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	
Unknown	
Total Teaching Positions	

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

2019-20 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which the data were collected	January 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	C2010, Benchmark Adelante/Advance, (English & Spanish)	Yes	0%
Mathematics	(K-5) Pearson Scott Foresman, enVision Math California (2009); (6th) McDougal Littell, McDougal Littell CA Math Course 1 (2009); Intervention (4-6) SRA/McGraw-Hill, SRA Number Worlds (2009)	Yes	0%
Science	(K-6) Pearson Scott Foresman, Pearson Scott Foresman California Science/Ciencias (2008)	Yes	0%
History-Social Science	(K-5) Pearson Scott Foresman, Scott Foresman History-Social Science for California (2006); (6th) Holt, Rinehart & Winston, Holt California Middle School Social Studies (2006)	Yes	0%

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report	January 2021

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

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

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	383	NT	NT	NT	NT
Female	195	NT	NT	NT	NT
Male	188	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	71	NT	NT	NT	NT
Black or African American	51	NT	NT	NT	NT
Filipino	16	NT	NT	NT	NT
Hispanic or Latino	177	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	33	NT	NT	NT	NT
White	29	NT	NT	NT	NT
English Learners	90	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	180	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	47	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	383	NT	NT	NT	NT
Female	195	NT	NT	NT	NT
Male	188	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	71	NT	NT	NT	NT
Black or African American	51	NT	NT	NT	NT
Filipino	16	NT	NT	NT	NT
Hispanic or Latino	177	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	33	NT	NT	NT	NT
White	29	NT	NT	NT	NT
English Learners	90	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	180	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	47	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

All Students	383	310	81	19	29
Female	195	158	81	19	34
Male	188	152	81	19	24
American Indian or Alaska Native	1	0	0	100	0
Asian	71	65	92	8	60
Black or African American	51	37	73	27	19
Filipino	16	12	75	25	17
Hispanic or Latino	177	145	82	18	14

Native Hawaiian or Pacific Islander	5	4	80	20	25
Two or More Races	33	24	73	27	50
White	29	23	79	21	35
English Learners	90	78	87	13	10
Foster Youth	NA	NA	NA	NA	NA
Homeless	5	4	80	20	0
Military	0	NA	NA	NA	NA
Socioeconomically Disadvantaged	180	149	83	17	13
Students Receiving Migrant Education Services	3	2	67	33	0
Students with Disabilities	47	23	49	51	4

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

All Students	383	310	81	19	32
Female	195	159	82	18	29
Male	188	151	80	20	35
American Indian or Alaska Native	1	0	0	100	NA
Asian	71	64	90	10	69
Black or African American	51	36	71	29	28
Filipino	16	13	81	19	8
Hispanic or Latino	177	144	81	19	15
Native Hawaiian or Pacific Islander	5	4	80	20	25
Two or More Races	33	24	73	27	46
White	29	25	86	14	40
English Learners	90	78	87	13	21
Foster Youth	NA	NA	NA	NA	NA
Homeless	5	4	80	20	0
Military	0	NA	NA	NA	NA
Socioeconomically Disadvantaged	180	148	82	18	22
Students Receiving Migrant Education Services	3	2	67	33	0
Students with Disabilities	47	23	49	51	4

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

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

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	--	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	93	NT	NT	NT	NT
Female	45	NT	NT	NT	NT
Male	48	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	17	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	40	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	16	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	39	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	NT	NT	NT	NT

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

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

2021-22 Opportunities for Parental Involvement

Parent and family involvement is strongly encouraged and welcomed at Stonebrae Elementary School. Each classroom has a room parent to communicate with the PTA and support with schooled events. We have additional parent volunteers who participate in various school activities including our Fall Fest, Winter Fest, Reading Night and Math Night. We also have monthly Coffee with the Principal meeting as well as Mandarin Parent Meetings. Our PTA is very active, sponsoring fundraising activities such as the Annual Husky Trot. Stonebrae has a Family Engagement Specialist who organizes school events at school and collaborates with the administration to hold all our parent meetings. Our parents also play a vital role in cultural events such as participation in the Chinese New Year Parade in San Francisco, our Mandarin Showcase. Parents are active members of our School Site Council (SSC), English Language Advisory Committee (ELAC), and our newly formed African American Student Achievement Initiative (AASAI) Family Group, and our Site Based Decision Making Team (SBDM). We also have a parent ambassador who represents our school at distirct events.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	716	700	68	9.7
Female	353	345	41	11.9
Male	363	355	27	7.6
American Indian or Alaska Native	1	1	0	0.0
Asian	164	163	0	0.0
Black or African American	74	73	5	6.8
Filipino	32	32	1	3.1
Hispanic or Latino	288	279	49	17.6
Native Hawaiian or Pacific Islander	13	13	2	15.4
Two or More Races	72	69	7	10.1
White	69	68	3	4.4
English Learners	190	185	23	12.4
Foster Youth	2	2	0	0.0
Homeless	12	10	4	40.0
Socioeconomically Disadvantaged	319	314	54	17.2
Students Receiving Migrant Education Services	3	3	0	0.0
Students with Disabilities	75	72	7	9.7

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	1.67	0.00	4.62	0.01	3.47	0.20
Expulsions	0.00	0.00	0.09	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.51	3.48	2.45
Expulsions	0.00	0.05	0.05

2020-21 Suspensions and Expulsions by Student Group

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

2021-22 School Safety Plan

The latest review of the School Site Safety Plan (CSSP) was done at our staff meeting August 25, 2021 and our parent meeting on August 23, 2021. Each room on campus has a staff backpack with supplies and a binder on what to do in case of all emergencies. The school is equipped with fifteen walkie talkie devices to be used for site communication specifically in our special day classes and with safety team leads. The school's disaster preparedness plan includes steps to ensure student and staff safety during disasters such as fire, disaster, shelter-in-place, and lockdowns; drills are conducted monthly throughout the school year.

Students are supervised throughout the day by teachers, administrators, and yard duty supervisors. The site has two Positive Behavior Support Intervention (PBIS) Teams; Tier 1 and Tier 2. The PBIS committees develop school wide systems to promote safe behavior. There is a policy in place for Title IX including sexual harassment and a bullying complaint procedure. We hold an annual Ally Week and an Inclusion Week to promote a safe school climate. Our school based decision making team has focused on read-ins highlighting African American and Asian American and Pacific Islanders to spotlight cultural voices of our community. Also our school was given an A+ rating by niche for diversity and we strive to embody Anti-Racist and Anti Bias Pedagogy including outreach to our parent community.

There is a designated area for student drop off , bus loading, and pick up. A crossing guard is provided by the school district. Campus visitors need to check in the front office when they arrive to school. All fingerprinted volunteers have an ID card provided by the school district as well as a safety vest or sticker to wear on campus.

Safety is a high priority because it is necessary to ensure a successful and healthy educational environment. We also target social emotional learning and have partnered with an organization, Circle Up to use restorative practices to build relationships within our classrooms and greater learning community. We have a general education behaviorist who works on zones of regulation with our students to bring awareness to emotions and help students use concrete tools and strategies to work on regulation.

Our school has an active School Safety Planning Committee (SSPC) that includes administrators, teachers, and school supervisors. The committee meets bi-weekly. The committee works together in forming and revising the school safety plan as well as responding to day-to-day safety issues as well as addressing the Covid-19 safety precautions. We include student council in our plan by asking for student feedback at one of their meetings. At the time of the latest review of the School Site Safety Plan, all revisions were communicated to both the classified and certificated staff. During the 2020-21 school year, this has included all of the necessary safety, health and sanitizing protocols to ensure that staff and visitors to campus remain as safe as possible during the pandemic.

In May 2021 HUSD opened for in person learning opportunities at all sites. HUSD developed district wide safety plans with schools also having plans specific to their site. The "Ready to Return" In-Person Learning Safety Plan was created in April 2021 that addressed questions/guidelines regarding face masks, daily health screenings using the Frontline Health Portal, social distancing, and cleaning procedures. Notifications of the plans were sent out to all staff and families. It was posted on the district/school websites for the entire HUSD community to access.

D. Other SARC Information

Information Required in the SARC

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

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	3	3	
1	25		5	
2	25		4	
3	22	2	4	
4	29		3	
5	32		1	2
6	26	1	2	
Other	9	1		

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	25		4	
1	23		5	
2	29		4	1
3	30		3	1
4	33			1
5	28		3	
6	29	1		1
Other	11	4		

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		4	
1	24		4	
2	22	2	3	
3	25	2	2	1
4	29		3	
5	24		3	
6	26		2	
Other	22	3	1	1

2020-21 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	1.5
Social Worker	0
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0
Other	3.6

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$7,721.08	$2,052.54	$5,668.54	$119,206.69
District	N/A	N/A	$7,750.00	
Percent Difference - School Site and District	N/A	N/A	-31.0	1.3
State			$8,444	$86,376
Percent Difference - School Site and State	N/A	N/A	-39.3	31.9

2020-21 Types of Services Funded

The Local Control Formula Funds are used to ensure all students graduate college and/or career ready. Our district ensures that all students have access to and success in a broad curriculum. In addition, that students master Common Core State Standards. We do this by expanding College and Career support programs, expanding Career Pathways as well as implementing reading intervention systems. In addition, we have updated and expanded the district's technological infrastructure. Currently we over 1:1 technology to each student on campus.

At Stonebrae, we are funding several programs to increase teacher capacity through professional development on instructional initiatives. This includes Beglad.org training for all staff, Arch Chinese/Level Chinese for DLI teachers, and Lexia for all staff. These services allow our staff to learn new pedagogical techniques to reach all learners and particular subsets of learners as wel.

We are also funding several programs to increase staff capacity to respond to the social-emotional needs of our students. This includes The Village Method, IYCU (Independently You, Collectively Us), PBIS (Positive Behavior Supports and Interventions), Student Council, Circle Up and the AASAI Empowerment Group.

Stonebrae has an active PTA that funds many initiatives during the school year. Activities such as the Reflections Art, the Husky and Fundraisers are integral to our school community.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		$52,562
Mid-Range Teacher Salary		$83,575
Highest Teacher Salary		$104,166
Average Principal Salary (Elementary)		$131,875
Average Principal Salary (Middle)		$137,852
Average Principal Salary (High)		$150,626
Superintendent Salary		$260,243
Percent of Budget for Teacher Salaries	36%	34%
Percent of Budget for Administrative Salaries	6%	5%

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.
As part of the growth process, opportunities for training and staff development are provided at both the district and individual school sites to administrators, teachers, and classified staff. The district offered three staff development days in 2019-2020. The curricular focus of the current school year is Mathematics. In addition to 5 full days, Hayward Unified School District is also coordinating minimum days to provide ongoing professional development to score writing. Teachers also have release time to assess student reading proficiency. We use lab site teachers to demonstrate math lessons and we use the cycle of inquiry to focus on grade developed questions. The transition to Common Core Mathematics teaching and learning is supported by administration, instructional coaches and PLC teams.

At Stonebrae, we are working to increase teacher capacity through professional development on instructional initiatives. This includes ELD training for all staff, Arch Chinese/Level Chinese for DLI teachers, and Lexia for all staff.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	3	5	6

Hayward Unified School District
2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Hayward Unified School District
Phone Number	(510) 784-2600
Superintendent	Matt Wayne, Ed. D.
Email Address	mwayne@husd.k12.ca.us
District Website Address	www.husd.k12.ca.us

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	10474	NT	NT	NT	NT
Female	5010	NT	NT	NT	NT
Male	5464	NT	NT	NT	NT
American Indian or Alaska Native	20	NT	NT	NT	NT
Asian	819	NT	NT	NT	NT
Black or African American	885	NT	NT	NT	NT
Filipino	675	NT	NT	NT	NT
Hispanic or Latino	6977	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	338	NT	NT	NT	NT
Two or More Races	421	NT	NT	NT	NT
White	339	NT	NT	NT	NT
English Learners	3140	NT	NT	NT	NT
Foster Youth	36	NT	NT	NT	NT
Homeless	660	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	6894	NT	NT	NT	NT
Students Receiving Migrant Education Services	203	NT	NT	NT	NT
Students with Disabilities	1392	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	10474	NT	NT	NT	NT
Female	5010	NT	NT	NT	NT
Male	5464	NT	NT	NT	NT
American Indian or Alaska Native	20	NT	NT	NT	NT
Asian	819	NT	NT	NT	NT
Black or African American	885	NT	NT	NT	NT
Filipino	675	NT	NT	NT	NT
Hispanic or Latino	6977	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	338	NT	NT	NT	NT
Two or More Races	421	NT	NT	NT	NT
White	339	NT	NT		NT
English Learners	3140	NT	NT	NT	NT
Foster Youth	36	NT	NT	NT	NT
Homeless	660	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	6894	NT	NT	NT	NT
Students Receiving Migrant Education Services	203	NT	NT	NT	NT
Students with Disabilities	1392	NT	NT	NT	NT