

# Stonebrae Elementary School

## 2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)

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

#### SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



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

#### California School Dashboard



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

#### Internet Access

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

## 2022-23 School Contact Information

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

## 2022-23 District Contact Information

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

## 2022-23 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 were an ABAR Equity Pilot school and are now in the process of infusing the principles we have learned into the curriculum and school culture. We also utilize CircleUp in our classrooms to promote social-emotional learning.

We encourage parent involvement in all aspects of our school, including classroom volunteering and involvement 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

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	83
Grade 1	94
Grade 2	94
Grade 3	92
Grade 4	98
Grade 5	95
Grade 6	83
<b>Total Enrollment</b>	<b>639</b>

### 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.4
Male	52.6
American Indian or Alaska Native	0.2
Asian	23.6
Black or African American	9.9
Filipino	4.5
Hispanic or Latino	38.5
Native Hawaiian or Pacific Islander	2.3
Two or More Races	11.6
White	8.9
English Learners	24.1
Foster Youth	0.2
Homeless	0.9
Migrant	0.2
Socioeconomically Disadvantaged	43.0
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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	29.10	87.68	816.80	82.14	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	28.40	2.86	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.00	3.01	81.30	8.18	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	3.00	9.02	33.60	3.38	12115.80	4.41
<b>Unknown</b>	0.10	0.30	34.00	3.43	18854.30	6.86
<b>Total Teaching Positions</b>	33.20	100.00	994.30	100.00	274759.10	100.00

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

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	31.70	92.56	841.90	83.53	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	23.40	2.33	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	62.20	6.18	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	21.80	2.17	11953.10	4.28
<b>Unknown</b>	2.50	7.41	58.30	5.79	15831.90	5.67
<b>Total Teaching Positions</b>	34.20	100.00	1007.90	100.00	279044.80	100.00

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	1.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	1.00	0.00

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	1.00	0.00
Local Assignment Options	2.00	0.00
<b>Total Out-of-Field Teachers</b>	3.00	0.00

### 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0.00
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.50	0.00

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

## 2022-23 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 2022

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

## School Facility Conditions and Planned Improvements

The interior surfaces of Stonebrae were rated poor. During rainy days, the polished cement in our walkways and general areas becomes very slippery. Our electrical systems were rated poor and will require FMOT assistance to upgrade them. Our cleanliness was rated fair due to wasp infestations near the MPR. FMOT contracted with a pest control company to place traps throughout our school over the course of the year.

Year and month of the most recent FIT report

January 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces			X	Resurface cement

### School Facility Conditions and Planned Improvements

<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation		X		
<b>Electrical</b>			X	FMOT to perform electrical upgrades
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

### Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	



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

#### 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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	49	N/A	36	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	42	N/A	19	N/A	33

## 2021-22 CAASPP Test Results in ELA by Student Group

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

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	362	350	96.69	3.31	49.14
<b>Female</b>	171	165	96.49	3.51	50.91
<b>Male</b>	191	185	96.86	3.14	47.57
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	71	69	97.18	2.82	66.67
<b>Black or African American</b>	43	42	97.67	2.33	47.62
<b>Filipino</b>	16	16	100.00	0.00	68.75
<b>Hispanic or Latino</b>	146	139	95.21	4.79	30.94
<b>Native Hawaiian or Pacific Islander</b>	11	11	100.00	0.00	45.45
<b>Two or More Races</b>	40	39	97.50	2.50	66.67
<b>White</b>	35	34	97.14	2.86	61.76
<b>English Learners</b>	66	65	98.48	1.52	20.00
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	157	151	96.18	3.82	31.79
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	36	34	94.44	5.56	32.35

## 2021-22 CAASPP Test Results in Math by Student Group

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

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	362	348	96.13	3.87	41.67
<b>Female</b>	171	164	95.91	4.09	39.63
<b>Male</b>	191	184	96.34	3.66	43.48
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	71	69	97.18	2.82	65.22
<b>Black or African American</b>	43	42	97.67	2.33	35.71
<b>Filipino</b>	16	16	100.00	0.00	37.50
<b>Hispanic or Latino</b>	146	137	93.84	6.16	21.17
<b>Native Hawaiian or Pacific Islander</b>	11	11	100.00	0.00	27.27
<b>Two or More Races</b>	40	39	97.50	2.50	61.54
<b>White</b>	35	34	97.14	2.86	67.65
<b>English Learners</b>	66	64	96.97	3.03	20.31
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	157	149	94.90	5.10	25.50
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	36	33	91.67	8.33	24.24

## 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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	NT	29.07	--	17.77	28.5	29.47

## 2021-22 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	89	86	96.63	3.37	29.07
<b>Female</b>	44	44	100	0	22.73
<b>Male</b>	45	42	93.33	6.67	35.71
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	19	19	100	0	57.89
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	40	38	95	5	15.79
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	18	18	100	0	0
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	41	40	97.56	2.44	12.5
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	--	--	--	--	--

## 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.

#### 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	81.0%	81.0%	81.0%	81.0%	81.0%

## 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.

#### 2022-23 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 full-time 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 district events. Our Parent Ambassadors work with the school community at large. Our 2nd Annual Juneteenth celebration will occur this year. We are planning an International Festival to honor the diverse cultures represented at our school. We currently have over 100 active parent volunteers cleared by HUSD.

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	672	653	302	46.2
Female	322	309	147	47.6
Male	350	344	155	45.1
American Indian or Alaska Native	1	1	0	0.0
Asian	157	152	44	28.9
Black or African American	67	66	27	40.9
Filipino	29	29	8	27.6
Hispanic or Latino	265	254	164	64.6
Native Hawaiian or Pacific Islander	16	15	6	40.0
Two or More Races	75	74	30	40.5
White	59	59	21	35.6
English Learners	159	156	74	47.4
Foster Youth	5	5	4	80.0
Homeless	10	10	6	60.0
Socioeconomically Disadvantaged	303	296	164	55.4
Students Receiving Migrant Education Services	1	1	0	0.0
Students with Disabilities	70	70	45	64.3

### 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 February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 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

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	2.23	0.01	3.78	0.20	3.17
Expulsions	0.00	0.00	0.00	0.03	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.23	0.00
Female	1.55	0.00
Male	2.86	0.00
American Indian or Alaska Native	0.00	0.00
Asian	1.27	0.00
Black or African American	4.48	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.64	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	1.33	0.00
White	3.39	0.00
English Learners	1.26	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.97	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.43	0.00



## 2022-23 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 every three weeks. 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 2022-23 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.

Our Comprehensive School Safety Plan (CSSP) was completed by our School Safety Planning Committee (SSPC). The plan was ratified by our SSC on Jan. 18, 2023. The key elements of the plan revolve around monthly emergency drills and the creation of an Incident Command System (ICS) in the event of an emergency.

## 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.

## 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

## 2021-22 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	2	2	
1	20	3	1	
2	27		2	1
3	17	3	2	1
4	26		3	
5	25		3	
6	16	3	2	
Other	14	7	1	1

## 2021-22 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	0

## 2021-22 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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	5.4

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$15,378	\$7,587	\$7,791	\$99,005
District	N/A	N/A	\$7,882	\$100,338
Percent Difference - School Site and District	N/A	N/A	-1.2	-1.3
State	N/A	N/A	\$13,981	\$82,681
Percent Difference - School Site and State	N/A	N/A	-56.9	18.0

## 2021-22 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 Arch Chinese/Level Chinese for DLI teachers, and Lexia for all staff. Our 4th grade team is using Accelerated Reader. These services allow our staff to learn new pedagogical techniques to reach all learners and particular subsets of learners as well.

We are also funding several programs to increase staff capacity to respond to the social-emotional needs of our students. This includes 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.

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	\$69,642	\$54,370
Mid-Range Teacher Salary	\$97,275	\$82,681
Highest Teacher Salary	\$116,010	\$106,610
Average Principal Salary (Elementary)	\$154,426	\$135,283
Average Principal Salary (Middle)	\$160,000	\$141,244
Average Principal Salary (High)	\$171,506	\$152,955
Superintendent Salary	\$293,534	\$264,367
Percent of Budget for Teacher Salaries	35%	33%
Percent of Budget for Administrative Salaries	5%	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 2022-2023. The curricular focus of the current school year is Mathematics. In addition to three full days, Hayward Unified School District is also coordinating minimum days to provide ongoing professional development to learn and administer Fastbridge . Teachers also have release time to assess student reading proficiency. Our DLI teachers visited Staff King Elementary in SFUSD this year as part of their professional development. We use the cycle of inquiry in grade level teams to focus on grade developed questions with an ABAR lens.. 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 and iXCEL for all staff.

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

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	5	6	3