

School Year: **2023-24**



# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Stonebrae Elementary School	01611920111815	5/24/2023	July 12, 2023

## Mission and Vision Statements

HUSD Vision: Every student realizes their innate potential, becoming a lifelong learner and having a positive impact on their community.

HUSD Mission: We draw from our community's rich diversity in order to create an engaging and equitable educational experience, delivered in a safe and supportive environment.

## Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

The purpose of a SWP is to improve academic achievement throughout a school so that all students, particularly the lowest-achieving students, demonstrate proficiency on the State's academic standards (34 Code of Federal Regulations [CFR] 200.25[a][1]). The improved achievement is to result from improving the entire educational program of the school (34 CFR 200.25[a][2]).

School planning and LEA assistance for each school that meets the criteria for CSI will be incorporated into the Local Control and Accountability Plan (LCAP) and school planning processes. [Assembly Bill 716](#), signed by the Governor on September 18, 2018, and codified in the California *Education Code* sections 64001–65001, streamlines and aligns state and federal planning processes. Effective January 1, 2019, this law renames the Single Plan for Student Achievement to the School Plan for Student Achievement (SPSA). Additionally, the law contains the following key provision:

Allows the SPSA to meet ESSA requirements for comprehensive or targeted support and improvement planning

Upon notification by the LEA, **the school** is required to collaborate with educational partners to:

- Develop and implement a school-level plan to improve student outcomes

The school plan must:

- be based on indicators in the statewide accountability system and informed by all indicators, including student performance against long-term goals; and
- identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the school improvement plan.

For this section, all schools will select “Schoolwide Program.” In addition, if your school is in [CSI](#), [TSI](#), or [ATSI](#), you will need to also select those boxes as applicable.

Schoolwide Program

Schoolwide Program

The purpose of a SWP is to improve academic achievement throughout a school so that all students, particularly the lowest-achieving students, demonstrate proficiency on the State's academic standards (34 Code of Federal Regulations [CFR] 200.25[a][1]). The improved achievement is to result from improving the entire educational program of the school (34 CFR 200.25[a][2]).

Comprehensive School Improvement

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

Stonebrae Elementary School 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.

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# Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

NOTE: ELAC and SSC are required educational partner groups. Suggested groups include AASAI and other parent groups at your site, staff meetings, ILT, and/or possibly a needs assessment sent to parents.

## Involvement Process for the SPSA and Annual Review and Update

At Stonebrae, the School Site Council (SSC) was involved in analyzing the school data, writing, revising and editing the SPSA. The SSC met six times over the course of the 2022-2023 school year focused on our SPSA. The English Language Advisory Council (ELAC) has met throughout the year concerning SPSA. The School Site Council has been given time to evaluate the previous plan and to revise goals to meet the needs of students, specifically our English Learners who make up 24% of the school population.

Stonebrae has included all educational partners in preparing our SPSA. Certificated and classified staff members made comments and included key tasks and strategies during staff meetings. Our Instructional Leadership Team (ILT) has reviewed the plan and provided feedback, particularly around the areas of instructional strategies for ELL students, Multi Tiered System of Supports (MTSS) for all students, and technology integration for all students. Our Site Based Decision Making (SBDM) team has used portions of their meetings to review/provide SPSA feedback. Parents had multiple opportunities for review and provide input at SSC, PTA, English Learner Advisory Committee (ELAC) and the Local Control Accountability Program (LCAP) meetings.

Once the initial SPSA review/feedback process was complete, Stonebrae's School Site Council, comprised of six parent members and six staff members, with the support of Stonebrae's Instructional Leadership Team, drafted a plan based upon multiple data points and from the ideas garnered from the educational partners listed above. After a draft was created, the document was shared with the educational partners listed above for feedback. The annual review is held at both meetings and the results are captured in the minutes of each meeting.

## Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Stonebrae's School Site Council (SSC) has identified several resource inequities. SSC is very concerned about developing consistent supports across grade levels for students performing below grade-level and/or at risk of retention or psycho-educational assessment referral. The council suggests a strengthening of the Multi-Tiered System of Support (MTSS) offered at Stonebrae. The School Site Council also observed that there was a delay in English Learners receiving their designated specialized instruction.

Some students cannot utilize the resources we have online at home or at school due for a variety of reasons. This impedes the use of Google Classroom outside of school hours and other educational programs which require the internet. Stonebrae now has 1:1 technology ratio so each student has a device, but not all students can utilize their wifi capabilities at home. Internet HotSpots provided by the school district have been loaned to families to increase online access. However, parents still required a substantial amount of support in aiding their students with their devices.

The lack of systemic of Tier 2 interventions still persists as the after school program has a large waitlist and students rely on busing services to get home. Next year, the staggered reading schedule will affect the after-school interventions as well since some students will need to leave campus prior to intervention. Stonebrae staff believe that the staggered reading schedule will be able to address this need but we are also going to examine how we can work with the HUSD Transportation Dept. and the bell schedule to support after-school interventions in the fall.

Lastly, the Mandarin Dual Language Immersion program at Stonebrae has the only elementary teachers in the district to teach 50% in Mandarin and 50% in English. The lack of Mandarin resources in the district requires staff to seek outside sources/materials and professional development to make sure Mandarin Instruction is supported, especially to support families who do not speak Mandarin at home. To address these inequities, staff looks to collaborate with other Mandarin DLI schools in the Bay Area. Stonebrae is also are trying to increase services outside the school day to provide al Tier 2 Mandarin intervention outside of the school day.

The Council would like to also point out inequities that were identified in the SpringThe following are some of Stonebrae's successes in addressing past inequities:

1. Stonebrae was able to add an additional bilingual staff member to support in parent communication with the office team.
2. Stonebrae was able to hire a Community Schools Specialist to support and track our intervention plans, build relationship with support providers, and complete progress monitoring.
3. Stonebrae was able to adopt a comprehensive way to schedule and hold Student Success Team Meetings through our Coordination of Service Team (COST).
4. Stonebrae was able to re-establish our site's (AASAI) African American Student Achievement Initiative Parent Group and begin a Student Leaders for Equity and Antiracism (SLEA).
5. Stonebrae was able to add the support services of a HUSD general education behaviorist to support students who have struggles related to behavior/situational appropriateness.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.1%	0.16%	0.17%	1	1	1
African American	10.5%	9.86%	8.4%	73	63	50
Asian	23.0%	23.63%	25.38%	160	151	151
Filipino	4.6%	4.54%	3.7%	32	29	22
Hispanic/Latino	39.9%	38.50%	36.81%	278	246	219
Pacific Islander	1.9%	2.35%	2.35%	13	15	14
White	9.8%	8.92%	10.08%	68	57	60
Multiple/No Response	9.9%	11.58%	12.44%	69	74	74
<b>Total Enrollment</b>				696	639	595

### Conclusions based on this data:

The overall enrollment has dropped but with the addition of TK this year, it is expected that enrollment will increase this year.



# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	166	154	111	23.90%	24.1%	18.7%
Fluent English Proficient (FEP)	80	77	93	11.50%	12.1%	15.6%
Reclassified Fluent English Proficient (RFEP)	1			0.6%		

### Conclusions based on this data:

Our English Learner enrollment has decreased from last year and is trending downward. Stonebrae welcomed several newcomers this year.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	107	92		0	90		0	90		0.0	97.8	
Grade 4	109	88		0	85		0	85		0.0	96.6	
Grade 5	93	89		0	86		0	86		0.0	96.6	
Grade 6	59	83		0	81		0	81		0.0	97.6	
All Grades	368	352		0	342		0	342		0.0	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			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2431.			25.56			31.11			16.67			26.67	
Grade 4		2449.			20.00			29.41			11.76			38.82	
Grade 5		2489.			17.44			30.23			17.44			34.88	
Grade 6		2509.			16.05			25.93			24.69			33.33	
All Grades	N/A	N/A	N/A		19.88			29.24			17.54			33.33	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		22.22			60.00			17.78	
Grade 4		21.18			49.41			29.41	
Grade 5		16.28			58.14			25.58	
Grade 6		19.75			49.38			30.86	
All Grades		19.88			54.39			25.73	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		20.00			52.22			27.78	
Grade 4		21.18			47.06			31.76	
Grade 5		13.95			59.30			26.74	
Grade 6		11.11			53.09			35.80	
All Grades		16.67			52.92			30.41	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		18.89			64.44			16.67	
Grade 4		10.59			70.59			18.82	
Grade 5		11.63			75.58			12.79	
Grade 6		14.81			76.54			8.64	
All Grades		14.04			71.64			14.33	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		20.00			63.33			16.67	
Grade 4		11.76			63.53			24.71	
Grade 5		16.28			63.95			19.77	
Grade 6		13.58			72.84			13.58	
All Grades		15.50			65.79			18.71	

**Conclusions based on this data:**

Third grade scores were higher than all other grades which is a different trend than previously seen. We still need to address the academic support needs of our students and look to increase the number of students who are at or above standard.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	107	92		0	90		0	90		0.0	97.8	
Grade 4	109	88		0	85		0	85		0.0	96.6	
Grade 5	93	89		0	86		0	86		0.0	96.6	
Grade 6	59	83		0	79		0	79		0.0	95.2	
All Grades	368	352		0	340		0	340		0.0	96.6	

\* 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			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2441.			20.00			35.56			23.33			21.11	
Grade 4		2454.			12.94			30.59			21.18			35.29	
Grade 5		2479.			12.79			17.44			33.72			36.05	
Grade 6		2521.			20.25			17.72			29.11			32.91	
All Grades	N/A	N/A	N/A		16.47			25.59			26.76			31.18	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		25.56			50.00			24.44	
Grade 4		20.00			43.53			36.47	
Grade 5		16.28			44.19			39.53	
Grade 6		24.05			43.04			32.91	
All Grades		21.47			45.29			33.24	

<b>Problem Solving &amp; Modeling/Data Analysis</b> Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		32.22			41.11			26.67	
Grade 4		14.12			52.94			32.94	
Grade 5		12.79			54.65			32.56	
Grade 6		15.19			53.16			31.65	
All Grades		18.82			50.29			30.88	

<b>Communicating Reasoning</b> Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		27.78			58.89			13.33	
Grade 4		24.71			42.35			32.94	
Grade 5		15.12			53.49			31.40	
Grade 6		12.66			62.03			25.32	
All Grades		20.29			54.12			25.59	

**Conclusions based on this data:**

Grade 3 saw an increase in overall student achievement in mathematics. More students are having more experience with the use of technology and I think that is reflected in the scores.

# School and Student Performance Data

## Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>639</b>	<b>43.0</b>	<b>24.1</b>	<b>0.2</b>
Total Number of Students enrolled in Stonebrae 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.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	154	24.1
Foster Youth	1	0.2
Homeless	6	0.9
Socioeconomically Disadvantaged	275	43.0
Students with Disabilities	63	9.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	63	9.9
American Indian	1	0.2
Asian	151	23.6
Filipino	29	4.5
Hispanic	246	38.5
Two or More Races	74	11.6
Pacific Islander	15	2.3
White	57	8.9

**Conclusions based on this data:**

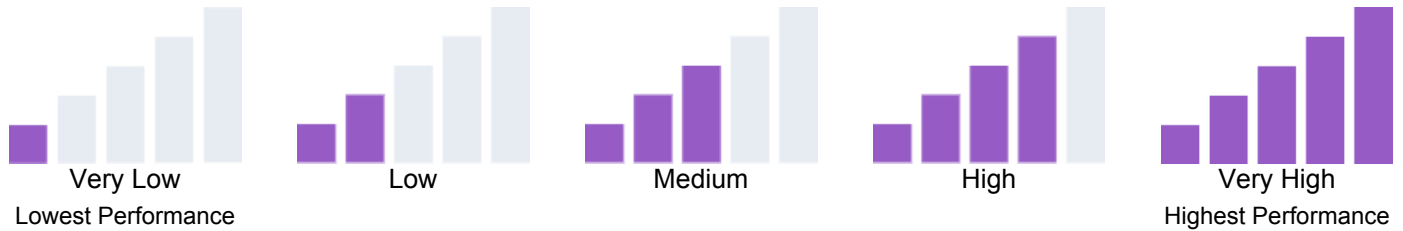
There are a significant number of families who identify as 2 or more races. The most numerically significant student group is Hispanic which is also the sub group scoring the lowest in ELA and Math.

# School and Student Performance Data

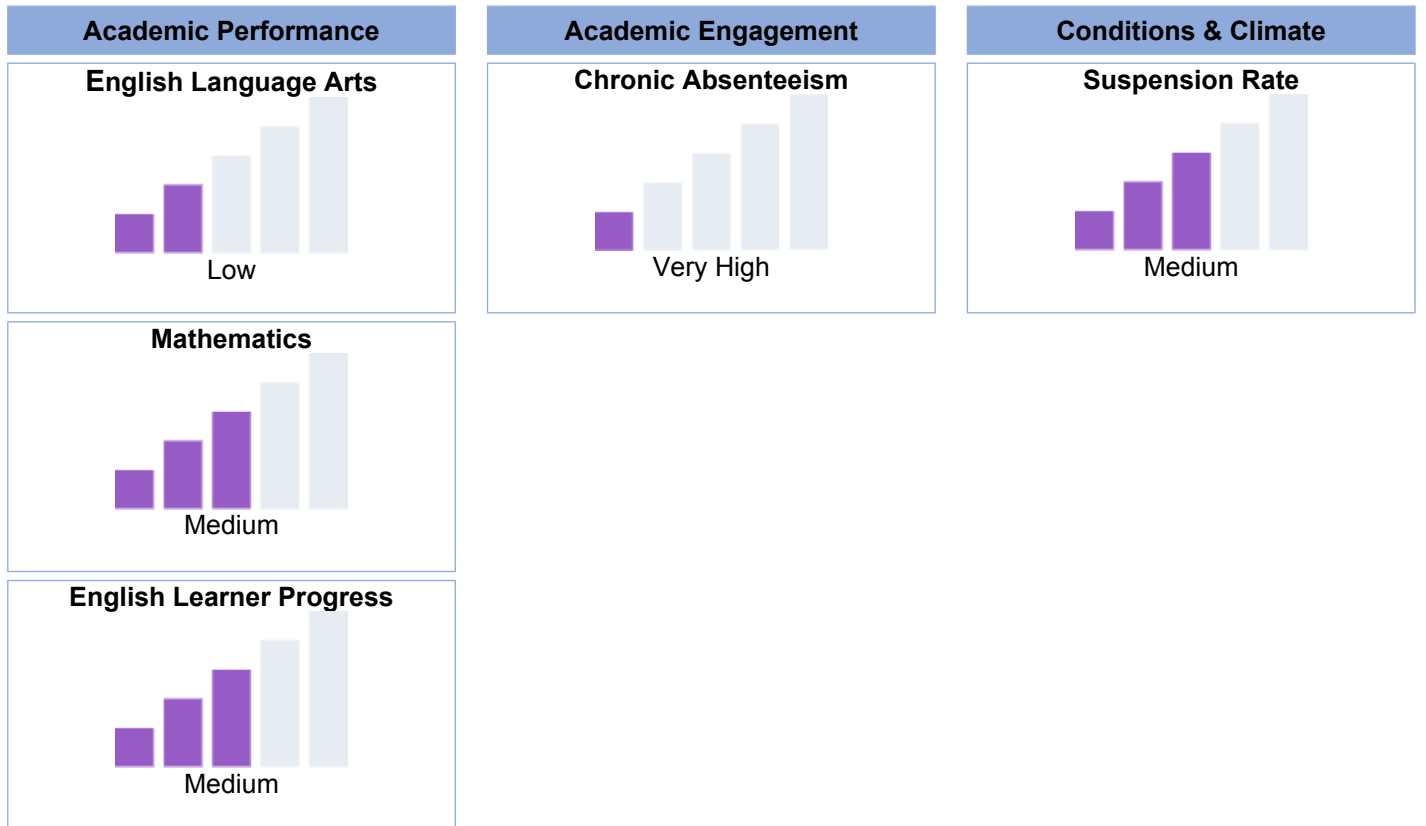
## Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



### 2022 Fall Dashboard Overall Performance for All Students



#### Conclusions based on this data:

Chronic Absenteeism needs to be addressed school wide.

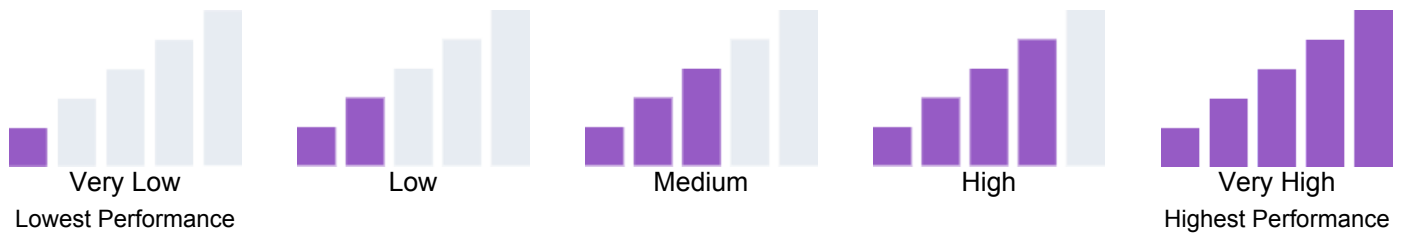


# School and Student Performance Data

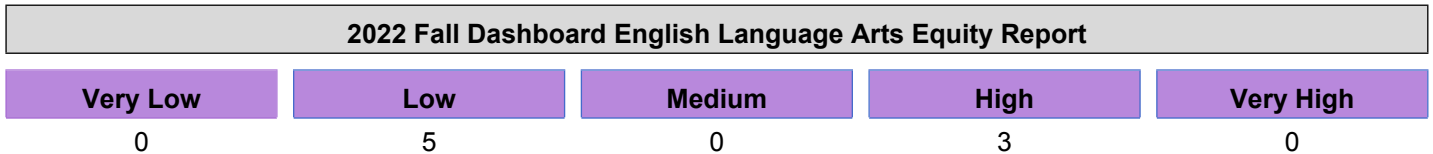
## Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

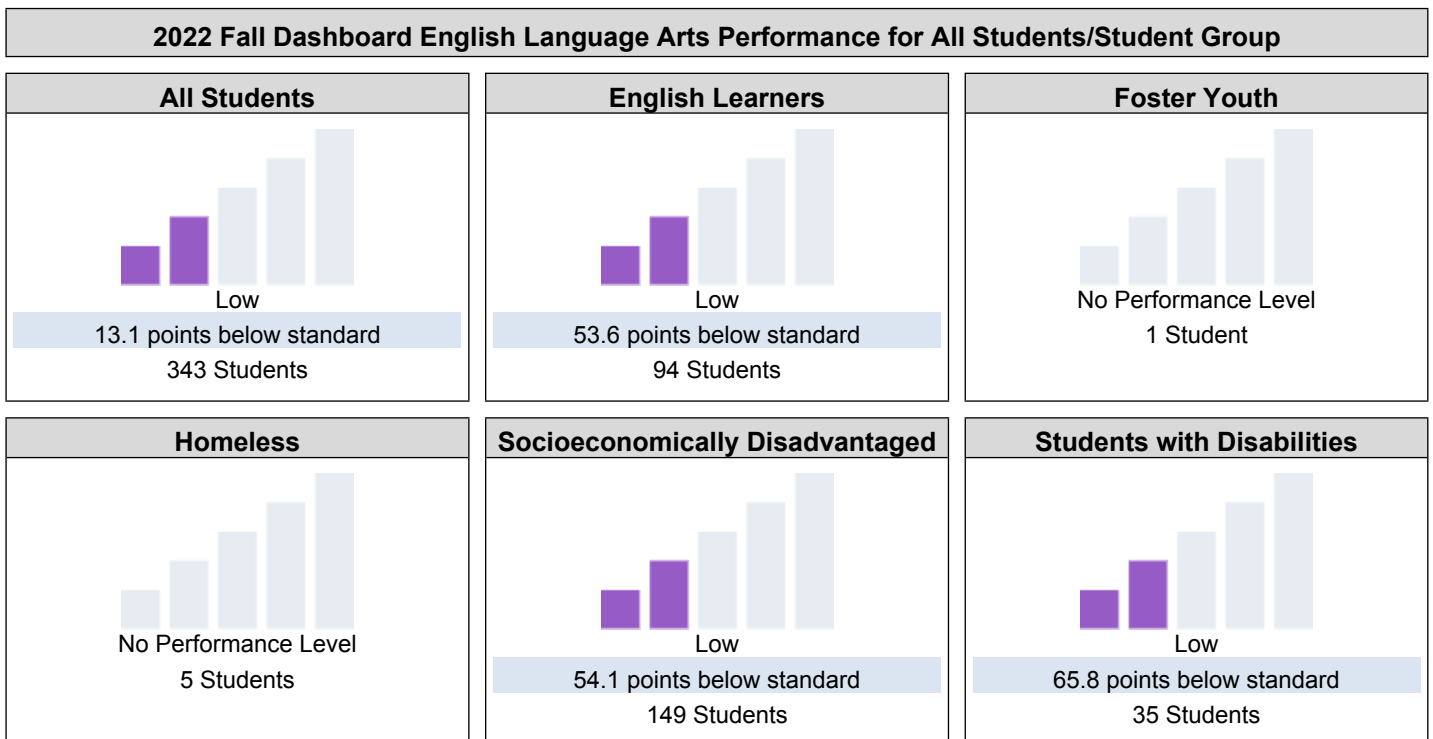
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



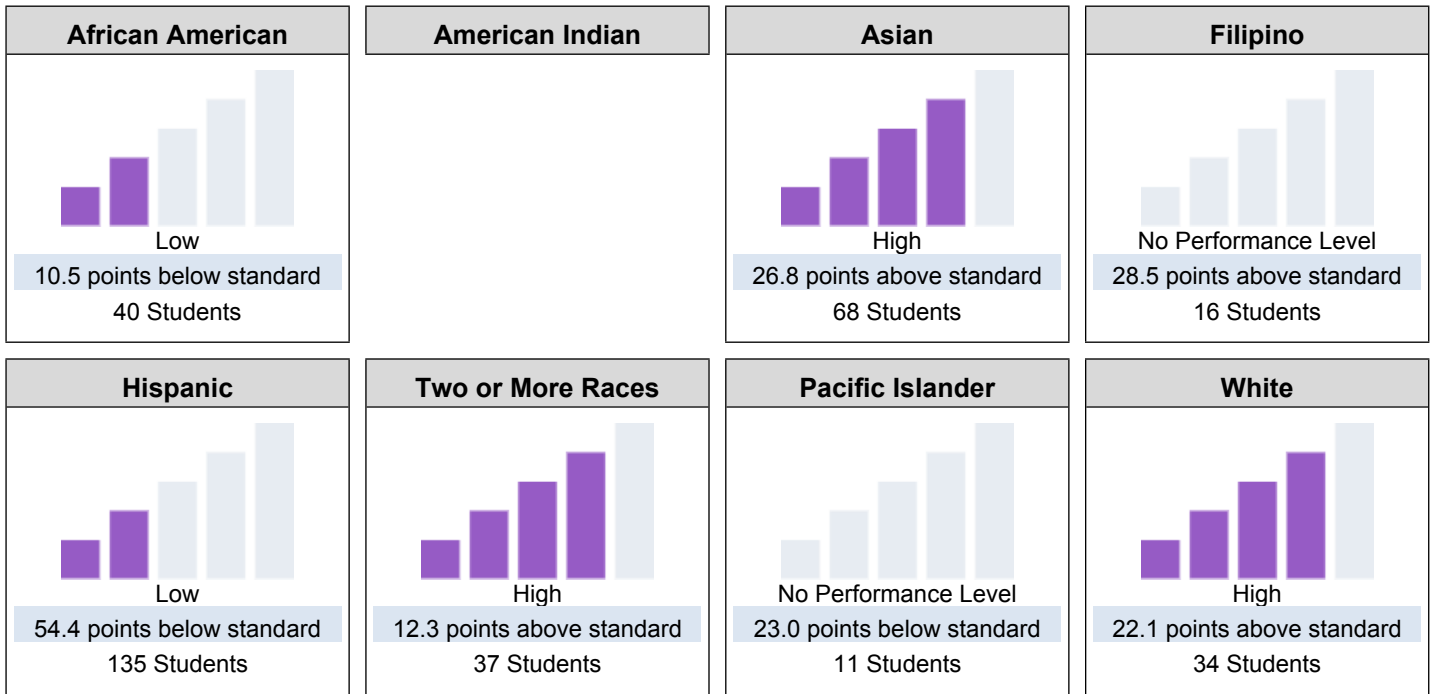
This section provides number of student groups in each level.



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.



**2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity**



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

**2022 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
88.0 points below standard 64 Students	19.7 points above standard 30 Students	1.7 points above standard 221 Students

**Conclusions based on this data:**

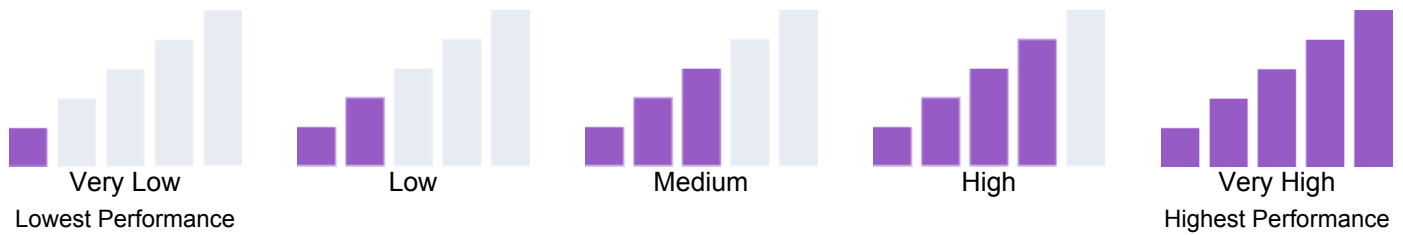
Targeting the low sub groups with funding is needed.

# School and Student Performance Data

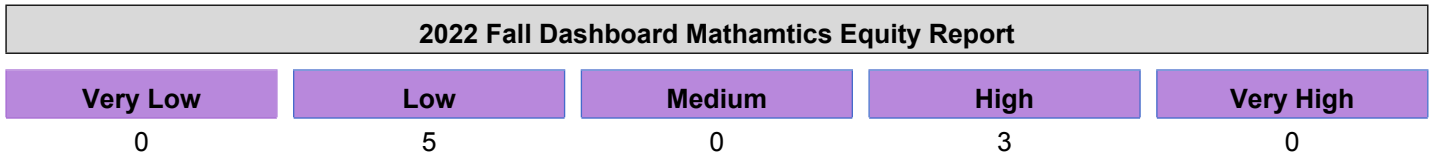
## Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

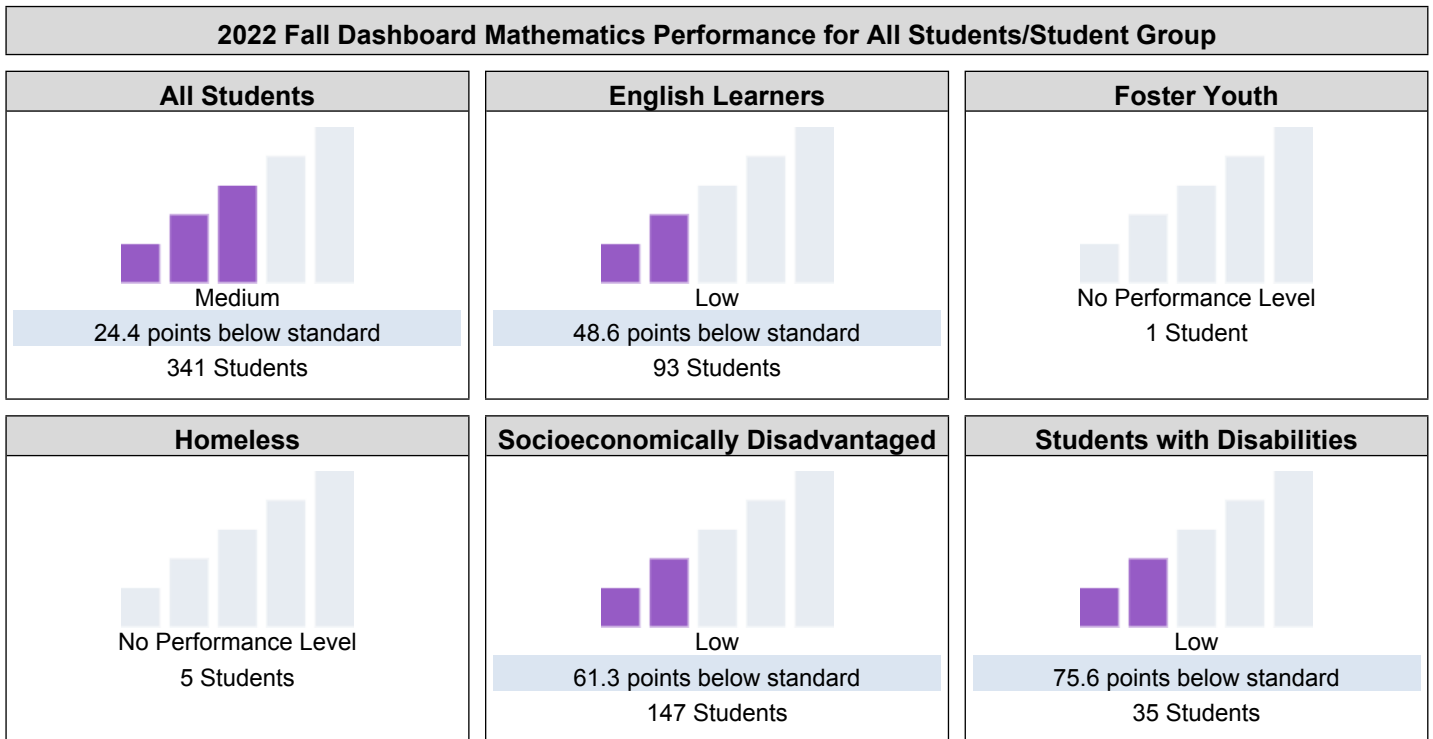
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



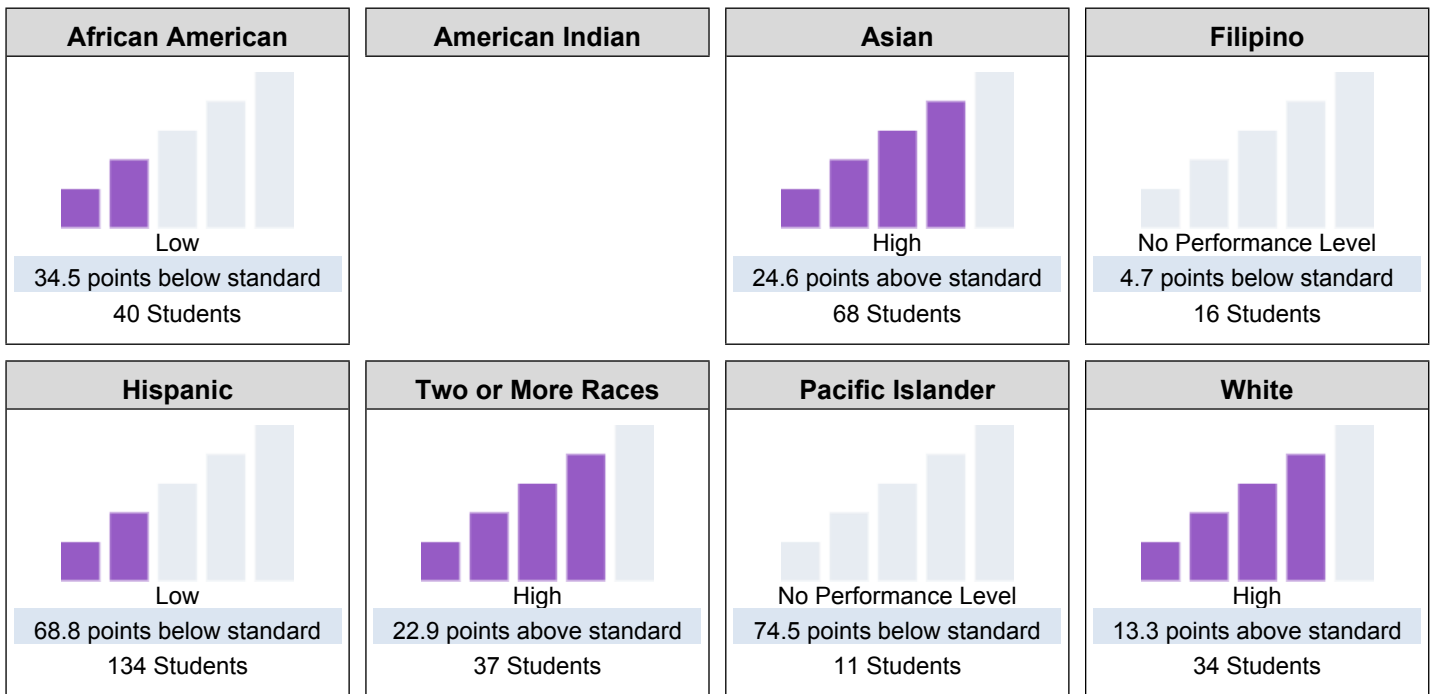
This section provides number of student groups in each level.



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.



### 2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

### 2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>81.8 points below standard 63 Students</p>	<p>21.3 points above standard 30 Students</p>	<p>15.8 points below standard 220 Students</p>

**Conclusions based on this data:**

Even though the Hispanic subgroup is yellow and the African American group is orange, our hispanic subgroup scored lowest at 66.1 points below the standard.

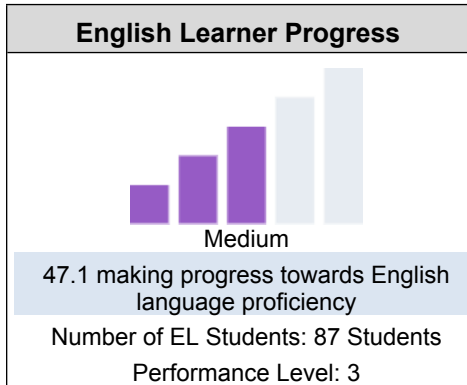
# School and Student Performance Data

## Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

### 2022 Fall Dashboard English Learner Progress Indicator



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.

### 2022 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
20.7%	32.2%	0.0%	47.1%

#### Conclusions based on this data:

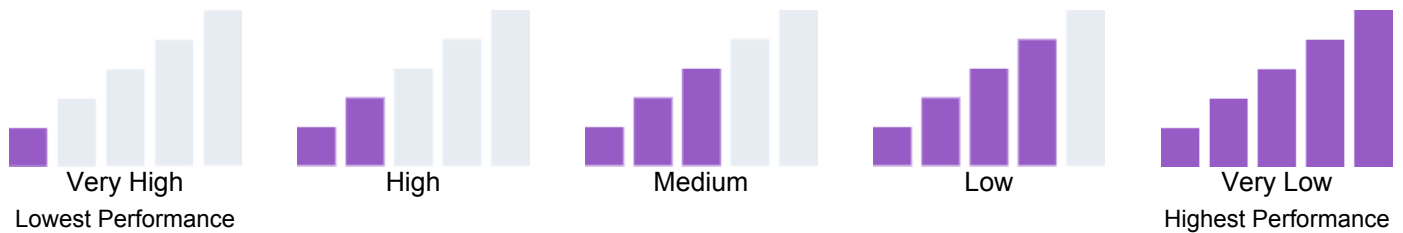
There is progress with 63% of our English learners.

# School and Student Performance Data

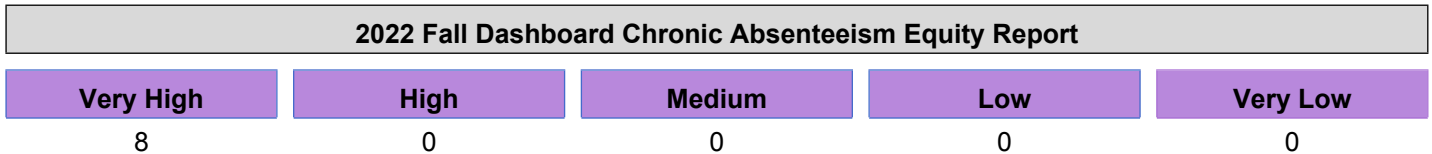
## Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

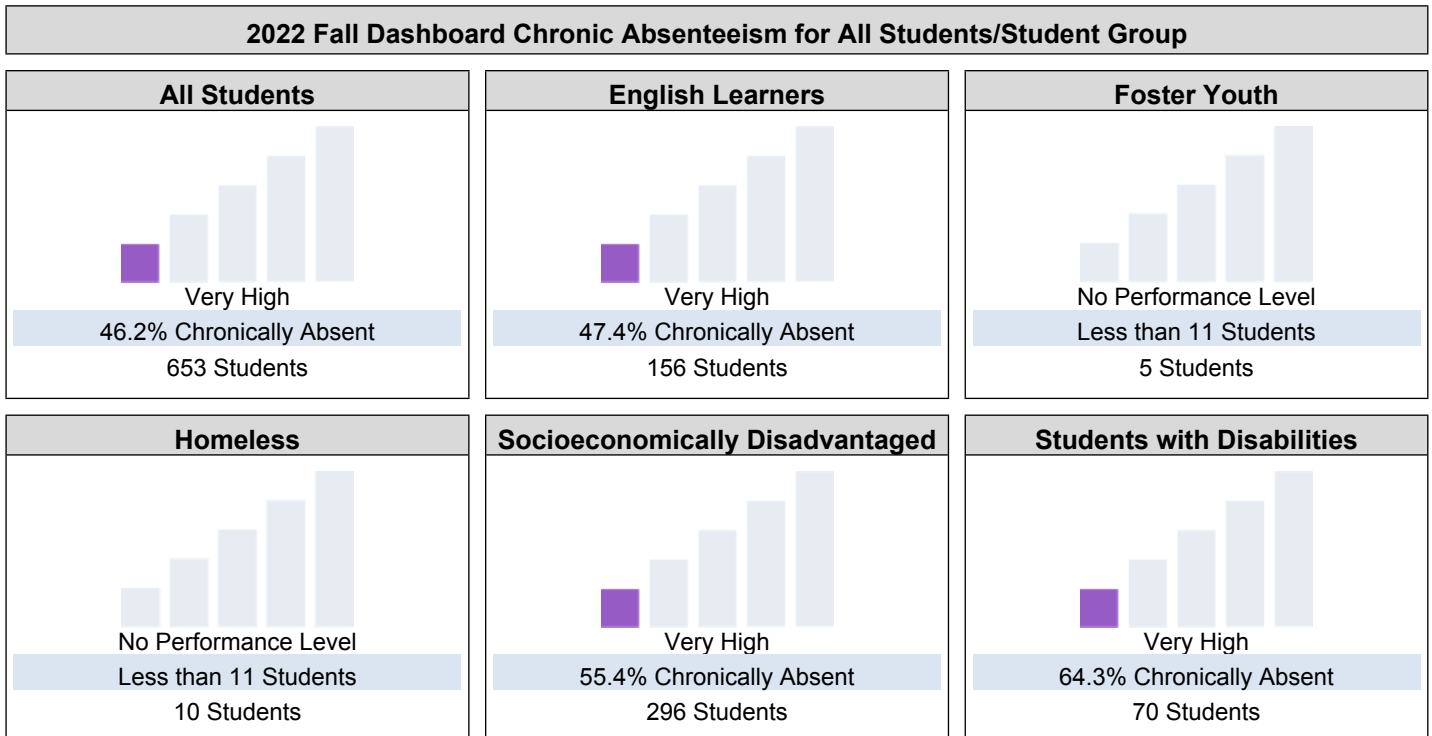
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



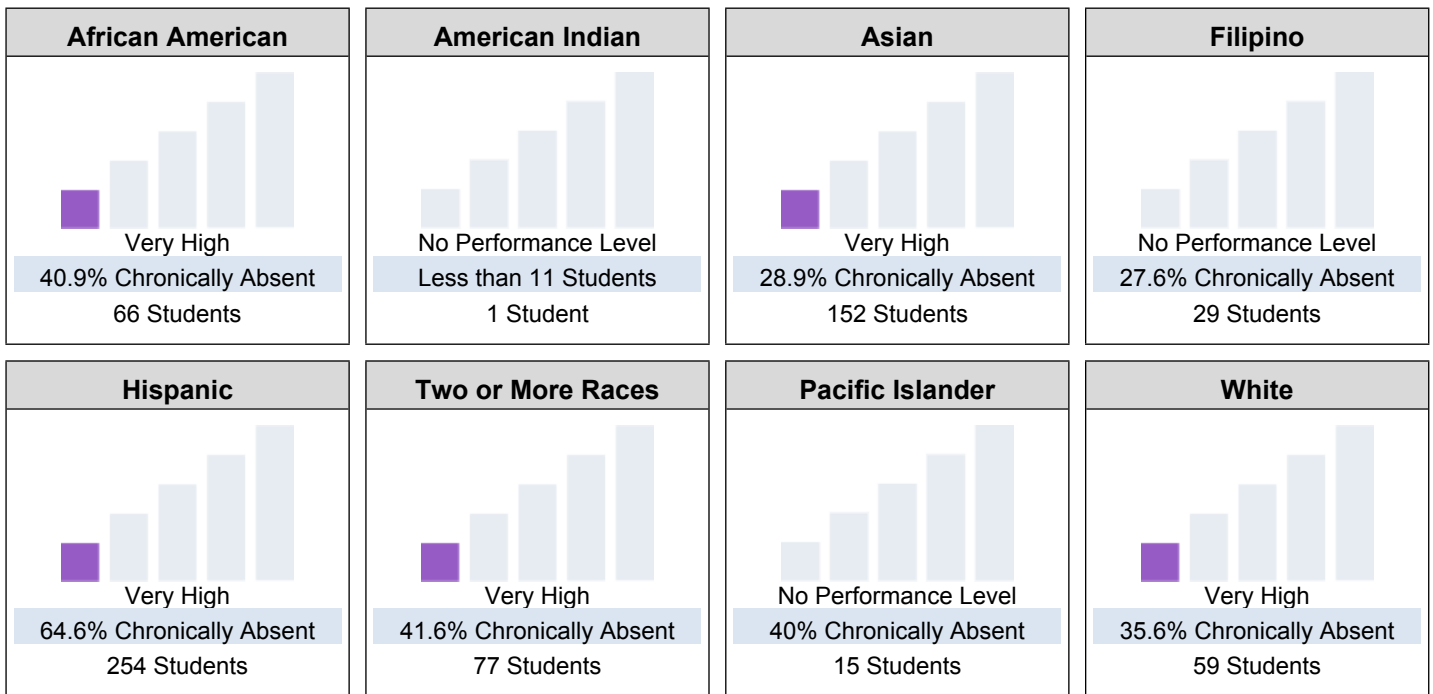
This section provides number of student groups in each level.



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.



**2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**



**Conclusions based on this data:**

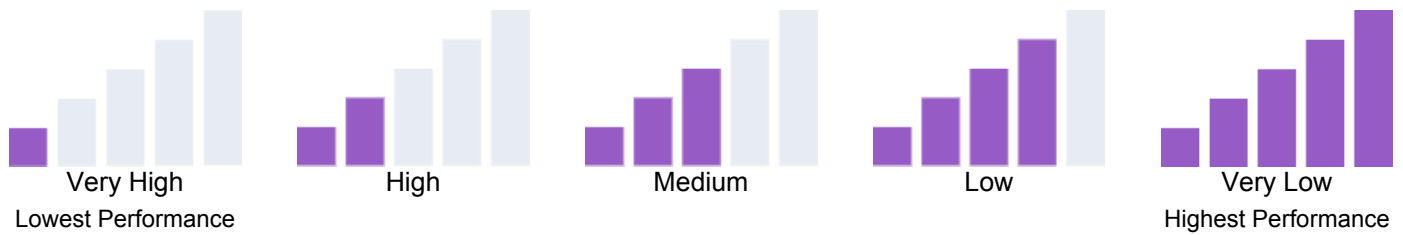
The entire school can focus on this goal.

# School and Student Performance Data

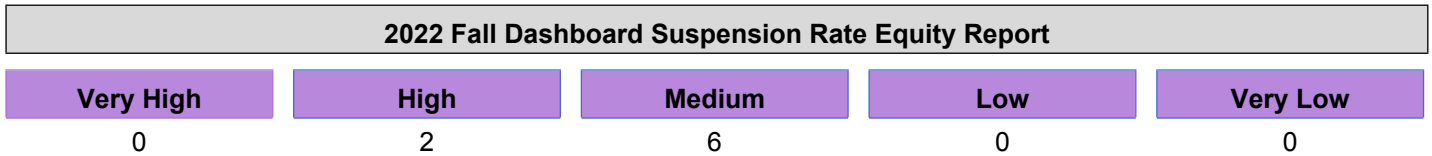
## Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

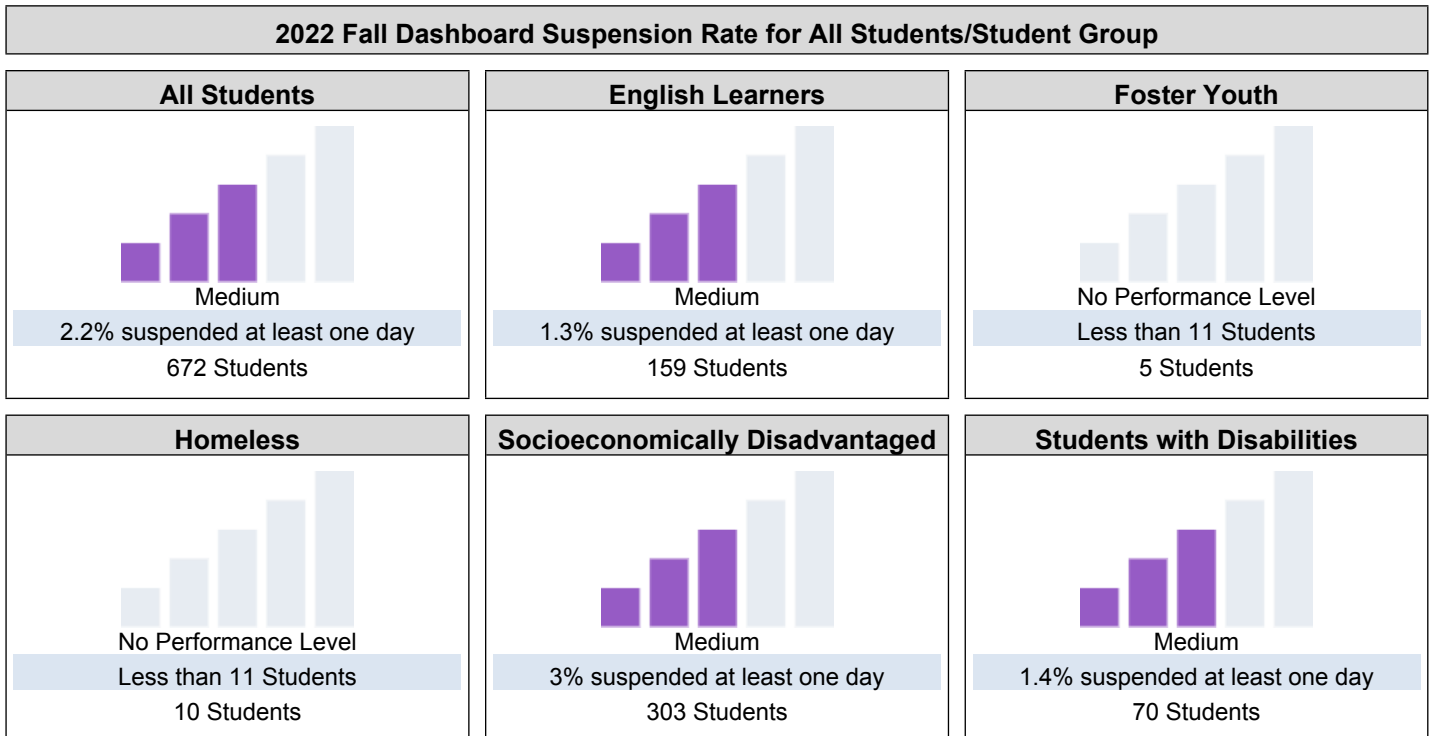
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

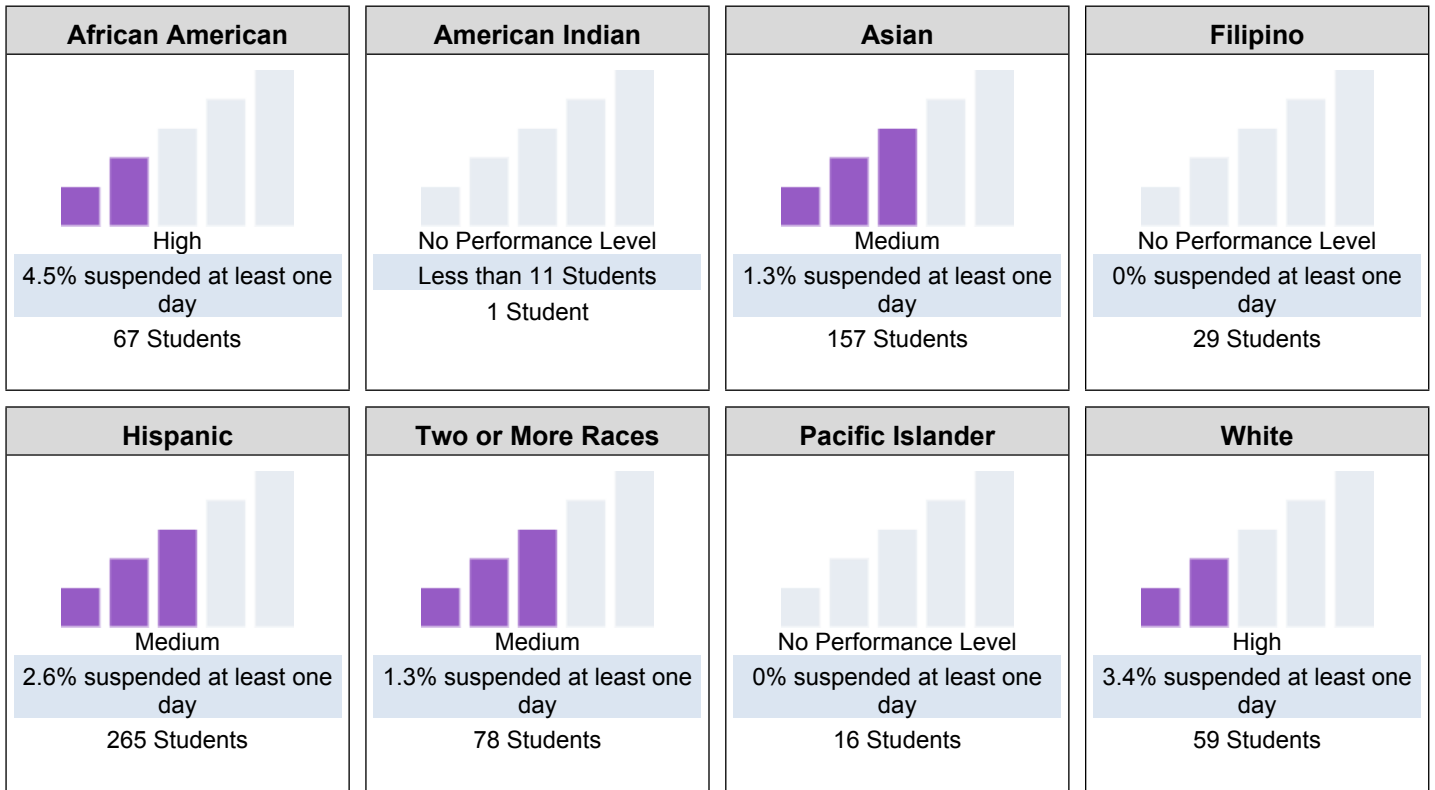


This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.





**2022 Fall Dashboard Suspension Rate by Race/Ethnicity**



**Conclusions based on this data:**

The African American student population at Stonebrae has the highest suspension rate with a rate of 4.5%.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Deeper Learning -- Language and Literacy

## LEA/LCAP Goal

Hayward Unified School District believes that literacy is a civil right, and that literacy instruction takes place across all grade levels. Literacy and Anti-Bias/Anti-Racism are tightly interwoven, as students must feel safe and valued in order to learn and become proficient readers and writers. To this end, the district is emphasizing the importance of early literacy, promoting multilingualism through its dual language programs, and providing professional development for teachers supporting students in secondary grades.

## Goal 1

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. The Hispanic Subgroup will increase performance on CAASPP ELA by 10%.

In addition to English language arts, students at Stonebrae will increase proficiency in Mandarin by 10% as measured by local assessments.

We increased funding for supplemental materials that spotlight our Anti Bias / Anti-Racism policies of our district and show representation of our student body in our materials for literacy.

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Scores (3-6)	CAASPP Score Percentage - 49.12% at or above standard	An Increase of 5% to 55% at or above standard.
Mandarin Writing Assessments (K-6)	Needs to be developed	Data calibration
Fast Bridge Assessments (K-6)	First year implementation - scores varied	An increase of 5%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Stonebrae will provide a para educator to work with students in grades 1-3 and eventually including kindergarten to support our students who need more targeted instruction and attention. While the district pays for a para educator for our school for grades 4th -6th grade, we would like have the support of an additional person to provide the early literacy intervention which will use the strategies of the science of reading to teach both phonics and comprehension strategies.

By targeting students' learning goals earlier, our school aims to strengthen our multi tiered system of supports.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

25,000

Title I  
2000-2999: Classified Personnel Salaries  
Para educator for small group intervention K-4 (MTSS)

None Specified  
None Specified

2,000

Title I  
4000-4999: Books And Supplies

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students enrolled in Mandarin Dual Language Immersion

### Strategy/Activity

Mandarin teachers will use high interest books to increase students ability to read in Mandarin. We will also continue our parent outreach efforts by holding our Mandarin Parent Meeting which meet nightly

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

4000	Title I 4000-4999: Books And Supplies
4000	LCFF 1000-1999: Certificated Personnel Salaries Extra Hours for Teachers
	None Specified None Specified

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

0	None Specified
0	None Specified None Specified

## Annual Review

### SPSA Year Reviewed: 2022-23

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 deleted.

### ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Staggered reading has impacted our site's ability to allow for small group instruction. Grade levels used the funds to provide class coverage so they could analyze data and plan as a team. Upon reflection of the expenditure, we decided to change our approach this year by using our monies to strengthen our strategy of using a para educator to work in small targeted groups to support student literacy goals.

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

In our previous plan, we sent aside money to have teachers meet due to the time needed to analyze data and to plan for the move to staggered reading and small group differentiated

instruction. Our Coordination of Service Team continued to use reading data to inform how we use multi tiered systems of supports to meet the needs of readers who need support to make grade level gains. Our COST (Coordination of Services Team) continued to make improvements in organizing how we would provide support and monitor growth. Our purchase of Lexia, direct outcome of SSC discussions, has been used by the majority of the site and the data has been beneficial when we look at what students' targeted needs since it is personalized.

While some grade levels used the monies to meet as a grade level and analyze student data, the substitute teacher shortage in the beginning of the year caused some grade levels to refrain from using the days allocated for in the plan from last 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.

We decided to spend our money on classified salaries because our data from COST showed a significant number of struggling readers in the lower grades. We noticed improvements in students working with our para educator in grades 4-6. By using our funding to pay for another para educator, we can continue to target struggling readers, perhaps even extending the school day for our high need students in staggered reading classrooms. Continued differentiation will target learning needs and targeted goals using our universal screener, FastBridge to monitor progress throughout the year.

This year we combined our goals for Dual Language Program in our literacy goal. We increased funding for Mandarin supplemental materials and will continue to fund the Mandarin Parent meetings as we did this year looking to continue support for parents and students in our DLI classrooms.

We will continue to use the monies for materials that spotlight our Anti Bias / Anti-Racism policies of our district and show representation of our student body in our materials for literacy.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Deeper Learning -- Mathematics

## LEA/LCAP Goal

Hayward Unified School District emphasizes the importance of comprehensible mathematics instruction across all grade levels. Mathematics and Anti-Bias/Anti-Racism are tightly interwoven, as students must feel safe and valued in order to learn and become proficient in numeracy, algebraic concepts and thinking, and higher level math including trigonometry and calculus.

## Goal 2

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. Our English learners and our Hispanic subgroup will increase by 8% performance on CAASPP Math to 21%.

## Identified Need

Students need to continue to make meaning of the learning using the California Common Core Standards and the Mathematical Practices. Student work and test scores show a need to increase conceptual understanding of math problems and the use of multiple strategies to cement knowledge. We will use CAASPP data and local assessments to measure growth over time.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Math Local Assessments	No consistent baseline except for CAASPP	TBD
CAASPP	42% of 3rd-6th grade at or above standard	5% gain in all grades in all grades in CAASPP (47%)

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

Stonebrae will provide teachers with additional collaboration time on a regular basis to analyze assessment data (data talks) and determine next steps, including intervention/acceleration for students who would benefit from that support.

Materials will be purchased that supplement the curriculum including manipulatives and math workshop materials. By changing the delivery of math instruction to a hands on approach, students will be given more opportunities to make sense and meaning of the standards and become better problem solvers.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
4249	Title I 1000-1999: Certificated Personnel Salaries extra hours for math intervention and data talks
2000	Title I 4000-4999: Books And Supplies
2479	LCFF - Supplemental 4000-4999: Books And Supplies

## Annual Review

### SPSA Year Reviewed: 2022-23

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 deleted.

### ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

We are providing some Tier 1 interventions for math. We did have one data talk this year as a whole group when we analyzed our trends in CAASPP data and looked at the claims in math to make connections of the claims into a more concrete understanding for all teachers (K-6). Teachers used some of their collaboration time to plan with colleagues but we did not have multiple school-wide data talks around local or formative math assessments. We also did not focus on math and the move to using a basis of conceptual understanding to promote mathematical reasoning.

Briefly 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 upcoming year, we will be more explicit about using data besides CAASPP scores to monitor learning. We seek to move away from timed tests and provide opportunities for students to critique the reasoning of others and sense making of the content. We will strategically target concepts and procedures at all grades. .

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.

Stonebrae will use a local measure/assessment to monitor growth next year. We must provide multiple measures to see how our students are moving toward mastery. We will monitor mathematics data more frequently school wide. Staff will analyze data at grade levels as well as a staff at large.



# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Deeper Learning -- English Language Development

## LEA/LCAP Goal

The Hayward Unified School District has provided all comprehensive school sites with an allocation for a credentialed site English Learner Specialist, along with two recently adopted core English Language Arts curricula, both of which have built-in support for English Learners. The district offered professional development to all ELA teachers as part of its rollout of these adoptions, and continues to offer follow-up support, including Constructing Meaning training for secondary teachers of ELs, and BE GLAD training for elementary teachers of ELs. Alongside these adoptions and professional development, the district is revising its EL Master Plan to more accurately reflect the needs of our EL students and community.

## Goal 3

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 [ACHIEVABLE GROWTH AMOUNT].

## Identified Need

Long term ELs will be reclassified at an increased percentage of 25%

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reclassification Rate	12 students reclassified this year	15 students to reclassify next year including long term ELs

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Emergent Bilingual (or Trilingual) Students

### Strategy/Activity

Stonebrae will provide teachers with additional collaboration time for teachers to plan Integrated and Designated ELD to fully support students' language proficiency and access to the content.

Stonebrae's additional para educator will work with our English Language Learners in grades 1-3.

## Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
25,000	Title I 2000-2999: Classified Personnel Salaries Para Educator Salary (MTSS)
5,000	Title I 4000-4999: Books And Supplies Materials for integrated and Designated ELD + ELPAC testing preparation
1,000	Title I Part A: Parent Involvement 4000-4999: Books And Supplies Resources for Parent Education as well as outreach /
2000	LCFF - Supplemental 4000-4999: Books And Supplies

## Annual Review

### SPSA Year Reviewed: 2022-23

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 deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Classroom teachers did not use the time for release days as much as they thought they could - so this year teachers used integrated ELD as a way to meet the needs of their language learners. Next year we will be more explicit about our eld instruction.

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

The biggest difference is the use of a para educator to meet the needs of our EL students. These students need more explicit support especially with reading and writing.

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.

This year we have an EL specialist at our site and the number of ELs has dropped. However we received more newcomers this year than last. In the upcoming year, we will focus on the distinction between designated ELD and Integrated ELD. There are also materials and supplies to supplement the district adopted curriculum to support acceleration of the learning of our Emergent Bilinguals.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Deeper Learning -- Visual and Performing Arts

## LEA/LCAP Goal

The Hayward Unified School District continues to implement its Visual and Performing Arts (VAPA) Master Plan, which focuses on providing all students with equitable access to VAPA programming at all school sites. The district has placed particular emphasis on expanding its instrumental and music programs for students.

## Goal 4

Deeper Learning -- Visual and Performing Arts: Elementary teachers will implement VAPA activities (integrated or stand alone) on a weekly basis using a variety of discourse techniques.

## Identified Need

Stonebrae is looking to expand our arts opportunities including arts integration and performing arts.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Arts integration in the content areas	Inconsistent, uneven implementation of arts integration among teachers at the site - however our Ruby Bridges art project included the entire school.	Weekly arts integration activities implemented consistently in all classrooms
After school Performing Arts Programming	This is our first year with a musical performance	We look to continue this practice and performance.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students in grades 3rd-6th grade

### Strategy/Activity

Stonebrae will promote arts integration by hosting performances including the Winterfest and a musical performance and offering after school enrichment.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
1,000	Title I 4000-4999: Books And Supplies Musical
2,000	Title I 1000-1999: Certificated Personnel Salaries After school arts programming

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Stonebrae will promote arts integration by creating a school wide art project and also providing teachers supplies for arts integration lessons.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
2000	LCFF 4000-4999: Books And Supplies School Wide Art Project
1000	Title I 1000-1999: Certificated Personnel Salaries extra hours for teachers for professional development and collaboration.

# Annual Review

## SPSA Year Reviewed: 2022-23

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 deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

This is a new goal this year.

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

This was not a goal last year - it is new to our site.

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.

By investing time and money into collaboration around arts integration, we think that we can effectively impact art instruction school wide including visual and performing arts. We also are using art as a means to make content accessible and easier to remember for comprehension of state standards in other areas.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Relationship-Centered Schools -- School Climate and Social Emotional Learning

## LEA/LCAP Goal

RCS: The Hayward Unified School District provides district-level support for Social Emotional Learning, including professional development, communication, and staffing. In addition, it is in the process of creating a Strategic Plan for Social-Emotional Learning, which will include curriculum and capacity building for school staff.

## Goal 5

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 strategies on a [TIME] basis, either through standalone SEL curriculum or culture/climate initiatives. All students, especially those who have COST referrals submitted, will report a 10% 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.

## Identified Need

We are aiming to lower our suspension rate for the 2023-2024 school year.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate	11 individual students suspended	Less than 8 students

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Stonebrae will provide teachers and staff with additional resources and professional development in Social-Emotional Learning practices.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
4000	Title I 5800: Professional/Consulting Services And Operating Expenditures Welcoming Schools
2000	LCFF  Assemblies for Climate

## Annual Review

### SPSA Year Reviewed: 2022-23

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 deleted.

### ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

We were able to decrease the number of referrals and cut the suspension rate and include some community events such as reading Under the Stars and Math Night. We did not have an Ally Week due to scheduling conflicts and then the closure. SBDM, PBIS, and ILT worked in concert to increase SEL lessons in the classroom and school-wide to lessen disciplinary infractions.

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

While there was no misalignment with budgeted expenditures, we would like to more robustly communicate with parents about the importance of attendance, our attendance goals, and create an attendance award system.

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 will be focused on improved parent communication and procedures as it relates to absences year round. Hopefully by getting more parents aware of our goal, we will reach our aim. We will include more parents groups into the fold by including parent information about attendance, deeper learning, and also academic engagement at stakeholder meetings. We plan to hold more school-wide assemblies, in partnership with Student Council, to build a positive school climate.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Relationship-Centered Schools -- Parent Engagement

## LEA/LCAP Goal

The Hayward Unified School District provides district-level support for parent engagement at the school site level. This includes providing centralized funding for Family Engagement Outreach and Equity Specialists, who work directly with parents to facilitate the connection and communication between families and school.

## Goal 6

Relationship-Centered Schools -- Parent Engagement: Stonebrae will increase the number of parents participating in school activities, including parent advocacy groups, PTA events and Coffee with the Principal by 10% increased number of parents in attendance at parent meetings.

## Identified Need

Increase the number of parents engaging in organized at school and workshops

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Survey from Family Engagement Specialist and Community Schools Specialist	75% of parents will either attend school events, workshops, and/or parent meetings	We will host 3 school events, parent meeting or workshops a month.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Stonebrae will provide continue to create opportunities for parents to participate in school activities such as Science Night, Literacy Night, and our cultural read-ins. We will offering more flexible timing, translation for parents, and more emphasis on parent-requested topics of discussion. The Family Engagement Specialist will work with YEP and the Community School Specialist to ensure all parents needs are met and we increase the number of parents on campus weekly. Money will be used to work with agencies that promote family engagement, health related topics, and academics.

## Proposed Expenditures for this Strategy/Activity



List the amount(s) and 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.

Amount(s)	Source(s)
5000	Title I Materials and supplies for family workshops and events

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

The Family Engagement Specialist and the Community Schools Specialist in conjunction with the Youth enrichment Program Lead will plan events and gather resources for specific parent needs. They will both partner with outside organizations to increase parent involvement and provide opportunities for parent classes and workshops related to topics parents choose. Extra hours will go to these employees when they work in the evening and weekend. We will also use the hours before the school year to plan out the school calendar.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
2000	LCFF 2000-2999: Classified Personnel Salaries Extra Hours for Parent Engagement Specialist and Community Schools Specialist

# Annual Review

## SPSA Year Reviewed: 2022-23

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 deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

We brought back many community events such as Math and Science Night during the 2022-2023 school year

Briefly 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 continue to improve communication with families by implementing our Family Engagement Specialist to monitor the progress of this goal. PTA and Student Council attempted to collaborate on an International Culture Festival for this school year but we were unable to get the event off the ground.

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 be asking more students to participate in a survey to calibrate the relationships on campus. We typically only do this with 5th graders once a year using the California Healthy Kids Survey (CHKS) which is a state wide survey. With a full-time Community Schools Specialist on-site for the 2023-2024 school year, we are anticipating a wider range of community events to take place as we build a more robust relationship with school service partners.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Relationship-Centered Schools -- Attendance and Chronic Absenteeism

## LEA/LCAP Goal

The Hayward Unified School District provides centralized attendance support for school sites through its Child Welfare and Attendance (CWA) department, with a specific focus on students who are chronically absent. This work is done in collaboration with individual school sites in order to increase overall student attendance.

## Goal 7

Relationship-Centered Schools -- Attendance and Chronic Absenteeism: Stonebrae will decrease chronic absenteeism by 4% in the 23-24 school year.

## Identified Need

We have a large number of students who are chronically truant and we aim to decrease this number significantly next year.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attention 2 Attendance (A2A) reports are used to monitor the number of students who are chronically truant. A chronically truant	There are currently 40 students who are chronically truant at Stonebrae. 15% of our student body is chronically truant.	We aim to decrease this number by 25% - Next year's projected chronically truant students would be less than 30 students.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students who are chronically truant

### Strategy/Activity

Stonebrae Staff will collaborate with the district's Child Welfare and Attendance division to set parent conferences early in the year

1. We will continue to work with our CWA team to target and address the needs of families who have students who are chronically truant
2. We will continue our work to celebrate student improvements with attendance.
3. Our attendance clerk and our Family Engagement Specialist will continue to do outreach and we will use monies to fund their extra hours to document their work.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
2000	Title I 2000-2999: Classified Personnel Salaries Attendance extra hours
2000	LCFF 4000-4999: Books And Supplies Assemblies and Awards
1000	Title I 4000-4999: Books And Supplies Parent Education Outreach and Resources

## Annual Review

### SPSA Year Reviewed: 2022-23

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 deleted.

### ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

We communicated the importance of attendance school-wide and make the direct correlation for parents about how improved attendance leads to more academic success. We also did not have the student recognition awards for attendance.

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

We would like to grow in our capacity to effectively communicate with parents about the importance of attendance, our attendance goals, and create an attendance award system. We aim to get at the root cause for chronic truancy and know that through trusting relationships with the school and meeting the basic needs of families, we can make an impact on our attendance rate.

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 will be focused on improved parent communication and procedures as it relates to absences year round. Hopefully as parents understand attendance procedures and we move farther away from the pandemic, we will reach our aim. We will include more diverse parents groups such as AASAI, ELAC, and PTA by including parent information about attendance, deeper learning, and also academic engagement at all stakeholder meetings.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

## LEA/LCAP Goal

## Goal 8

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$NA
Total Federal Funds Provided to the School from the LEA for CSI	\$NA
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$100,728.00

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. 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	\$83,249.00
Title I Part A: Parent Involvement	\$1,000.00

Subtotal of additional federal funds included for this school: **\$84,249.00**

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 (\$)
LCFF	\$12,000.00
LCFF - Supplemental	\$4,479.00
None Specified	\$0.00

Subtotal of state or local funds included for this school: **\$16,479.00**

Total of federal, state, and/or local funds for this school: **\$100,728.00**

# 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	17,858.00	5,858.00
Title I	65,279.00	-17,970.00

## Expenditures by Funding Source

Funding Source	Amount
LCFF	12,000.00
LCFF - Supplemental	4,479.00
None Specified	0.00
Title I	83,249.00
Title I Part A: Parent Involvement	1,000.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	11,249.00
2000-2999: Classified Personnel Salaries	54,000.00
4000-4999: Books And Supplies	24,479.00
5800: Professional/Consulting Services And Operating Expenditures	4,000.00
None Specified	0.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF	2,000.00
1000-1999: Certificated Personnel Salaries	LCFF	4,000.00

2000-2999: Classified Personnel Salaries	LCFF	2,000.00
4000-4999: Books And Supplies	LCFF	4,000.00
4000-4999: Books And Supplies	LCFF - Supplemental	4,479.00
	None Specified	0.00
None Specified	None Specified	0.00
	Title I	5,000.00
1000-1999: Certificated Personnel Salaries	Title I	7,249.00
2000-2999: Classified Personnel Salaries	Title I	52,000.00
4000-4999: Books And Supplies	Title I	15,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	4,000.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	1,000.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	35,000.00
Goal 2	8,728.00
Goal 3	33,000.00
Goal 4	6,000.00
Goal 5	6,000.00
Goal 6	7,000.00
Goal 7	5,000.00



# 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
Ben Thorton	Parent or Community Member
Natalie Jovic	Parent or Community Member
Yi Hsin Lin	Classroom Teacher
Tianni Guo	Classroom Teacher
Veronique Levine	Other School Staff
Ana Navidad	Parent or Community Member
Candace Cofield	Parent or Community Member
Allison Trumbull	Classroom Teacher
Lauren Matteis	Principal
Brittany Lee	Parent or Community Member
Melisa Jew	Parent or Community Member
Wenwen Xu	Classroom Teacher

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**

English Learner Advisory Committee

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 May 24, 2022.

Attested:



Principal, Lauren Matteis on May 24, 2023

SSC Chairperson, Ben Thorton on May 24, 2023

# 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 process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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 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 65001, 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: Linked Table of Contents

**The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.**

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## **Purpose and Description**

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

### **Purpose**

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

### **Description**

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

## **Educational Partner Involvement**

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. 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 Stakeholder 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.

*[This section meets the requirements for TSI and ATSI.]*

*[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]*

## **Resource Inequities**

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

*[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]*

# Goals, Strategies, Expenditures, & Annual Review

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.

## Goal

State the goal. 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 one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-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.

*[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]*

## 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 California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

*[Completing this section fully addresses all relevant federal 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.

*[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]*

*[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]*

## Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

*[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]*

*[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]*

## **Students to be Served by this Strategy/Activity**

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and 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 TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

## **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

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 Education Code, 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.

*[This section meets the requirements for CSI, TSI, and ATSI.]*

*[NOTE: Federal 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.]*

## **Annual Review**

In the following 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.

## 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. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or 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.

*[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and 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 CSI, TSI, and 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 and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria 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.*

## Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: 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 federal funds for CSI should complete the Budget Summary 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.

*[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*



# 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 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); and
      - 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; and
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
        - 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 local educational agency (may include funds allocated via the ConApp, federal funds for CSI, 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: S 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 6400 et. seq.

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement 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](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

The LEA shall partner with stakeholders (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 (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (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/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (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 (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.

### Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned 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" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

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

## **Additional Targeted Support and Improvement**

A school identified 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 (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 Identified for School Improvement**

Single school districts (SSDs) or charter schools that are identified 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.

## Appendix C: Select State and Federal Programs

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

Programs included on the Consolidated Application: <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/>

Developed by the California Department of Education, January 2019

# Budget By Expenditures

## Stonebrae Elementary School

**Funding Source: LCFF**

**\$17,858.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Extra Hours for Teachers	1000-1999: Certificated Personnel Salaries	\$4,000.00	Deeper Learning -- Language and Literacy	Mandarin teachers will use high interest books to increase students ability to read in Mandarin. We will also continue our parent outreach efforts by holding our Mandarin Parent Meeting which meet nightly
School Wide Art Project	4000-4999: Books And Supplies	\$2,000.00	Deeper Learning -- Visual and Performing Arts	Stonebrae will promote arts integration by creating a school wide art project and also providing teachers supplies for arts integration lessons.
Assemblies for Climate		\$2,000.00	Relationship-Centered Schools -- School Climate and Social Emotional Learning	Stonebrae will provide teachers and staff with additional resources and professional development in Social-Emotional Learning practices.
Extra Hours for Parent Engagement Specialist and Community Schools Specialist	2000-2999: Classified Personnel Salaries	\$2,000.00	Relationship-Centered Schools -- Parent Engagement	The Family Engagement Specialist and the Community Schools Specialist in conjunction with the Youth enrichment Program Lead will plan events and gather resources for specific parent needs. They will both partner with outside organizations to increase parent involvement and provide opportunities for parent classes and workshops related to topics parents choose. Extra hours will go to these employees when they work in the evening and weekend. We will also use the hours before the school year to plan out the school calendar.
Assemblies and Awards	4000-4999: Books And Supplies	\$2,000.00	Relationship-Centered Schools -- Attendance and Chronic Absenteeism	Stonebrae Staff will collaborate with the district's Child Welfare and Attendance division to set parent conferences early in the year 1.We will continue to work with our CWA team to target and address the needs of families who have students who are chronically truant 2.We will continue our work to celebrate student improvements with attendance. 3. Our attendance clerk and our Family Engagement Specialist will continue to do outreach and we will use monies to fund their extra hours to document their work.

# Stonebrae Elementary School

LCFF Total Expenditures: \$12,000.00

LCFF Allocation Balance: \$5,858.00

## Funding Source: LCFF - Supplemental

**\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
	4000-4999: Books And Supplies	\$2,000.00	Deeper Learning -- English Language Development	Stonebrae will provide teachers with additional collaboration time for teachers to plan Integrated and Designated ELD to fully support students' language proficiency and access to the content.
	4000-4999: Books And Supplies	\$2,479.00	Deeper Learning -- Mathematics	<p>Stonebrae's additional para educator will work with our English Language Learners in grades 1-3.</p> <p>Stonebrae will provide teachers with additional collaboration time on a regular basis to analyze assessment data (data talks) and determine next steps, including intervention/acceleration for students who would benefit from that support.</p> <p>Materials will be purchased that supplement the curriculum including manipulatives and math workshop materials. By changing the delivery of math instruction to a hands on approach, students will be given more opportunities to make sense and meaning of the standards and become better problem solvers.</p>

LCFF - Supplemental Total Expenditures: \$4,479.00

LCFF - Supplemental Allocation Balance: \$0.00

## Funding Source: None Specified

**\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$0.00	Deeper Learning -- Language and Literacy	



# Stonebrae Elementary School

None Specified \$0.00 Deeper Learning --  
Language and  
Literacy

None Specified Total Expenditures: \$0.00

None Specified Allocation Balance: \$0.00

## Funding Source: Title I

**\$65,279.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
extra hours for math intervention and data talks	1000-1999: Certificated Personnel Salaries	\$4,249.00	Deeper Learning -- Mathematics	Stonebrae will provide teachers with additional collaboration time on a regular basis to analyze assessment data (data talks) and determine next steps, including intervention/acceleration for students who would benefit from that support.  Materials will be purchased that supplement the curriculum including manipulatives and math workshop materials. By changing the delivery of math instruction to a hands on approach, students will be given more opportunities to make sense and meaning of the standards and become better problem solvers.
	4000-4999: Books And Supplies	\$2,000.00	Deeper Learning -- Mathematics	Stonebrae will provide teachers with additional collaboration time on a regular basis to analyze assessment data (data talks) and determine next steps, including intervention/acceleration for students who would benefit from that support.  Materials will be purchased that supplement the curriculum including manipulatives and math workshop materials. By changing the delivery of math instruction to a hands on approach, students will be given more opportunities to make sense and meaning of the standards and become better problem solvers.
Para Educator Salary (MTSS)	2000-2999: Classified Personnel Salaries	\$25,000.00	Deeper Learning -- English Language Development	Stonebrae will provide teachers with additional collaboration time for teachers to plan Integrated and Designated ELD to fully support students' language proficiency and access to the content.  Stonebrae's additional para educator will work with our English Language Learners in grades 1-3.

## Stonebrae Elementary School

Materials for integrated and Designated ELD + ELPAC testing preparation	4000-4999: Books And Supplies	\$5,000.00	Deeper Learning -- English Language Development	<p>Stonebrae will provide teachers with additional collaboration time for teachers to plan Integrated and Designated ELD to fully support students' language proficiency and access to the content.</p> <p>Stonebrae's additional para educator will work with our English Language Learners in grades 1-3.</p>
Musical	4000-4999: Books And Supplies	\$1,000.00	Deeper Learning -- Visual and Performing Arts	<p>Stonebrae will promote arts integration by hosting performances including the Winterfest and a musical performance and offering after school enrichment.</p>
After school arts programming	1000-1999: Certificated Personnel Salaries	\$2,000.00	Deeper Learning -- Visual and Performing Arts	<p>Stonebrae will promote arts integration by hosting performances including the Winterfest and a musical performance and offering after school enrichment.</p>
Para educator for small group intervention K-4 (MTSS)	2000-2999: Classified Personnel Salaries	\$25,000.00	Deeper Learning -- Language and Literacy	<p>Stonebrae will provide a para educator to work with students in grades 1-3 and eventually including kindergarten to support our students who need more targeted instruction and attention. While the district pays for a para educator for our school for grades 4th -6th grade, we would like have the support of an additional person to provide the early literacy intervention which will use the stratgies of the science of reading to teach both phonics and comprehension strateiges.</p> <p>By targeting students' learning goals earlier, our school aims to strengthen our multi tiered system of supports.</p>
	4000-4999: Books And Supplies	\$2,000.00	Deeper Learning -- Language and Literacy	<p>Stonebrae will provide a para educator to work with students in grades 1-3 and eventually including kindergarten to support our students who need more targeted instruction and attention. While the district pays for a para educator for our school for grades 4th -6th grade, we would like have the support of an additional person to provide the early literacy intervention which will use the stratgies of the science of reading to teach both phonics and comprehension strateiges.</p> <p>By targeting students' learning goals earlier, our school aims to strengthen our multi tiered system of supports.</p>
	4000-4999: Books And Supplies	\$4,000.00	Deeper Learning -- Language and Literacy	<p>Mandarin teachers will use high interest books to increase students ability to read in Mandarin. We will also continue our parent outreach efforts by holding our Mandarin Parent Meeting which meet nightly</p>

# Stonebrae Elementary School

Materials and supplies for family workshops and events		\$5,000.00	Relationship-Centered Schools -- Parent Engagement	Stonebrae will provide continue to create opportunities for parents to participate in school activities such as Science Night, Literacy Night, and our cultural read-ins. We will offering more flexible timing, translation for parents, and more emphasis on parent-requested topics of discussion. The Family Engagement Specialist will work with YEP and the Community School Specialist to ensure all parents needs are met and we increase the number of parents on campus weekly. Money will be used to work with agencies that promote family engagement, health related topics, and academics.
extra hours for teachers for professional development and collaboration.	1000-1999: Certificated Personnel Salaries	\$1,000.00	Deeper Learning -- Visual and Performing Arts	Stonebrae will promote arts integration by creating a school wide art project and also providing teachers supplies for arts integration lessons.
Welcoming Schools	5800: Professional/Consulting Services And Operating Expenditures	\$4,000.00	Relationship-Centered Schools -- School Climate and Social Emotional Learning	Stonebrae will provide teachers and staff with additional resources and professional development in Social-Emotional Learning practices.
Parent Education Outreach and Resources	4000-4999: Books And Supplies	\$1,000.00	Relationship-Centered Schools -- Attendance and Chronic Absenteeism	Stonebrae Staff will collaborate with the district's Child Welfare and Attendance division to set parent conferences early in the year 1.We will continue to work with our CWA team to target and address the needs of families who have students who are chronically truant 2.We will continue our work to celebrate student improvements with attendance. 3. Our attendance clerk and our Family Engagement Specialist will continue to do outreach and we will use monies to fund their extra hours to document their work.
Attendance extra hours	2000-2999: Classified Personnel Salaries	\$2,000.00	Relationship-Centered Schools -- Attendance and Chronic Absenteeism	Stonebrae Staff will collaborate with the district's Child Welfare and Attendance division to set parent conferences early in the year 1.We will continue to work with our CWA team to target and address the needs of families who have students who are chronically truant 2.We will continue our work to celebrate student improvements with attendance. 3. Our attendance clerk and our Family Engagement Specialist will continue to do outreach and we will use monies to fund their extra hours to document their work.

# Stonebrae Elementary School

Title I Total Expenditures: \$83,249.00

Title I Allocation Balance: (\$17,970.00)

**Funding Source: Title I Part A: Parent Involvement \$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Resources for Parent Education as well as outreach /	4000-4999: Books And Supplies	\$1,000.00	Deeper Learning -- English Language Development	Stonebrae will provide teachers with additional collaboration time for teachers to plan Integrated and Designated ELD to fully support students' language proficiency and access to the content.  Stonebrae's additional para educator will work with our English Language Learners in grades 1-3.

Title I Part A: Parent Involvement Total Expenditures: \$1,000.00

Title I Part A: Parent Involvement Allocation Balance: \$0.00

Stonebrae Elementary School Total Expenditures: \$100,728.00