

Stonebrae Elementary School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

DataQuest



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

California School Dashboard



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

Internet Access

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

2023-24 School Contact Information

School Name	Stonebrae Elementary School
Street	28761 Hayward Blvd.
City, State, Zip	Hayward, CA 94542-2213
Phone Number	(510) 723-3910
Principal	Deborah Murayama
Email Address	dmurayama@husd.k12.ca.us
School Website	https://stonebrae.husd.us/
County-District-School (CDS) Code	01611920111815

2023-24 District Contact Information

District Name	Hayward Unified School District
Phone Number	(510) 784-2600
Superintendent	Dr. Jason Reimann
Email Address	jreimann@husd.k12.ca.us
District Website	www.husd.k12.ca.us

2023-24 School Description and Mission Statement

Stonebrae Elementary School is a relationship-centered TK-6 grade school in Hayward, CA. We believe in the principles of deeper learning and equitable learning experiences for all. We have a Mandarin Dual Language Immersion Program in grades K-6 as well as an English Program available for our students. Our yearly focus is on problem-solving at all grades and guided reading instruction. We are looking to provide STEAM and VAPA activities at each grade level. We were an ABAR Equity Pilot school and are now in the process of infusing the principles we have learned into the curriculum and school culture. Youth Enrichment Program (YEP) is a before and after-school program available for k-6 students. We also utilize CircleUp in our classrooms to promote social-emotional learning. We apply Positive Behavioral Interventions and Supports (PBIS) to promote school climate.

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

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

At Stonebrae, we believe in fostering an inclusive and equitable learning environment that celebrates the rich tapestry of our diversity. Our mission is to empower every student, regardless of background, with the knowledge and skills needed to thrive in an interconnected world. We strive to partner with families to promote an education that inspires a growth mindset that recognizes all identities. Our dedicated staff aims to foster an engaging and equitable learning environment that supports strong academic outcomes and ensures that every learner has access to the resources, opportunities, and support necessary to achieve their full potential. This includes challenging and addressing biases, stereotypes, and discriminatory practices to create an environment where everyone feels seen, heard, and valued. Therefore we build partnerships with families, local communities, and organizations fundamental to our mission. By working together, we create a supportive network that reinforces our commitment to equity and antiracism, both within and beyond the school walls.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	71
Grade 1	77
Grade 2	87
Grade 3	94
Grade 4	91
Grade 5	94
Grade 6	81
Total Enrollment	595

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.6%
Male	51.4%
American Indian or Alaska Native	0.2%
Asian	25.4%
Black or African American	8.4%
Filipino	3.7%
Hispanic or Latino	36.8%
Native Hawaiian or Pacific Islander	2.4%
Two or More Races	12.4%
White	10.1%
English Learners	18.7%
Foster Youth	0.2%
Homeless	1.2%
Migrant	0.3%
Socioeconomically Disadvantaged	58.3%
Students with Disabilities	9.1%

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

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

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

2020-21 Teacher Preparation and Placement

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

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

2021-22 Teacher Preparation and Placement

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

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

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

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.5	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

Year and month in which the data were collected January 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy

Reading/Language Arts	TK: Benchmark Ready to Advance Transitional Kindergarten and Listos y Adelante Transitional Kindergarten, c2018 K-6th Grade: Benchmark Advance California Edition, Advance/Adelante, c2017 (English & Spanish); E.L. Achieve Creating Effective Systems for English Learners (English) c2018	Yes	0%
Mathematics	K- 5 Grade: Houghton Mifflin Harcourt, Math Expressions, c2015 (English & Spanish) 6th Grade: Glencoe/McGraw Hill, California Math Course 1, c2015	Yes	0%
Science	K-5th Grade: Pearson Scott Foresman, Pearson Scott Foresman California Science, c2008 (English & Spanish) 6th Grade: Pearson Scott Foresman, Pearson Scott Foresman California Science, Focus on Earth Science, c2008 (English & Spanish)	Yes	0%
History-Social Science	K-5: Pearson Scott Foresman, Scott Foresman History-Social Science for California, c2006 (English & Spanish) 6th Grade: Holt, Rinehart & Winston, Holt California Middle School Social Studies, Ancient Civilizations, c2006 (English & Spanish)	Yes	0%
Foreign Language	k-6th: Better Chinese Ltd, Easy Steps to Chinese c2001 , Volumes 1-4 c2001 (Mandarin)	Yes	0%

School Facility Conditions and Planned Improvements

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

Age of School Buildings: Stonebrae was constructed in 2006. This school has thirty-three (33) permanent classrooms, a multipurpose room, a library, and an administration building.

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

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

Modernization Projects: Since 2019, local bond funds (Measure H) are being used to complete various modernization and infrastructures projects throughout HUSD. At Stonebrae Elementary these projects have included relocating the entrance to the front office, new roof system gutters, fencing and exterior painting of the school. All work described was completed by the end of the 2022 summer period.

Year and month of the most recent FIT report

February 2023

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	49	51	36	35	47	46
Mathematics (grades 3-8 and 11)	42	48	19	20	33	34

2022-23 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	364	356	97.80	2.20	50.56
Female	174	171	98.28	1.72	56.14
Male	190	185	97.37	2.63	45.41
American Indian or Alaska Native	--	--	--	--	--
Asian	83	83	100.00	0.00	67.47
Black or African American	40	39	97.50	2.50	43.59
Filipino	12	12	100.00	0.00	50.00
Hispanic or Latino	138	132	95.65	4.35	33.33
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	37	37	100.00	0.00	75.68
White	43	42	97.67	2.33	54.76
English Learners	66	65	98.48	1.52	20.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	212	207	97.64	2.36	37.68
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	47	45	95.74	4.26	22.22

2022-23 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	364	356	97.80	2.20	48.31
Female	174	171	98.28	1.72	43.86
Male	190	185	97.37	2.63	52.43
American Indian or Alaska Native	--	--	--	--	--
Asian	83	83	100.00	0.00	69.88
Black or African American	40	38	95.00	5.00	26.32
Filipino	12	12	100.00	0.00	66.67
Hispanic or Latino	138	133	96.38	3.62	30.83
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	37	37	100.00	0.00	67.57
White	43	42	97.67	2.33	61.90
English Learners	66	66	100.00	0.00	27.27
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	212	208	98.11	1.89	38.94
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	47	45	95.74	4.26	26.67

CAASPP Test Results in Science for All Students

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

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	29.07	32.95	17.77	16.99	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	95	91	95.79	4.21	34.07
Female	52	49	94.23	5.77	28.57
Male	43	42	97.67	2.33	40.48
American Indian or Alaska Native	0	0	0	0	0
Asian	25	25	100.00	0.00	32.00
Black or African American	13	12	92.31	7.69	33.33
Filipino	0	0	0	0	0
Hispanic or Latino	37	34	91.89	8.11	29.41
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	19	19	100.00	0.00	5.26
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	53	50	94.34	5.66	26.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	15	14	93.33	6.67	14.29

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	99	98	97	98	98

C. Engagement

State Priority: Parental Involvement

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

2023-24 Opportunities for Parental Involvement

Parent and family involvement is strongly encouraged and welcomed at Stonebrae Elementary School. Each classroom may have one room parent to communicate with the PTA and support school events. We have additional parent volunteers who participate in various school activities including our Fall Fest, Winter Fest, Reading Night, and Math Night. We also have monthly Coffee with the Principal meetings as well as Mandarin Parent Meetings. Our PTA is very active, sponsoring fundraising activities such as the Annual Husky Trot. and many more activities throughout the year. Stonebrae has a full-time Family Engagement Specialist who organizes school events at school and collaborates with the administration to hold all our parent meetings. Our parents also play a vital role in cultural events such as participation in the Chinese New Year Parade in San Francisco, and our Mandarin Showcase. YEP also has monthly parent involvement such as Hispanic Heritage Month, Culture Day, and more. Parents are invited to attend the winter concert, spring concert, afterschool musical, and more. Parents are active members of our School Site Council (SSC), English Language Advisory Committee (ELAC), African American Student Achievement Initiative (AASAI) Family Group, Asian Pacific Islander Community Initiative, and our Site-Based Decision-Making Team (SBDM). We also have a parent ambassador who represents our school at district events. Our Parent Ambassadors work with the school community at large. Our 3rd Annual Juneteenth celebration will occur this year. We currently have over 100 active parent volunteers cleared by HUSD.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	637	627	225	35.9
Female	306	302	103	34.1
Male	331	325	122	37.5
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	0	0.0
Asian	163	158	35	22.2
Black or African American	58	57	29	50.9
Filipino	24	24	11	45.8
Hispanic or Latino	230	227	97	42.7
Native Hawaiian or Pacific Islander	14	14	8	57.1
Two or More Races	77	76	20	26.3
White	66	66	22	33.3
English Learners	134	132	45	34.1
Foster Youth	3	3	3	100.0
Homeless	9	9	6	66.7
Socioeconomically Disadvantaged	390	387	158	40.8
Students Receiving Migrant Education Services	2	2	0	0.0
Students with Disabilities	80	78	37	47.4

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	2.23	2.83	0.01	3.78	4.90	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.03	0.07	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.83	0
Female	0	0
Male	5.44	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	1.23	0
Black or African American	10.34	0
Filipino	0	0
Hispanic or Latino	1.74	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	2.6	0
White	6.06	0
English Learners	0.75	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	2.82	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	5	0

2023-24 School Safety Plan

The latest review of the School Site Safety Plan (CSSP) was conducted and the plan was ratified by the SBDM on Nov. 8, 2024. This plan was shared with staff. Each room on campus has a staff backpack with supplies and a binder on what to do in case of all emergencies. The school is equipped with fifteen walkie talkie devices to be used for site communication specifically in our special day classes and with safety team leads. The school's disaster preparedness plan includes steps to ensure student and staff safety during disasters such as fire, disaster, shelter-in-place, and lockdowns; drills are conducted monthly throughout the school year.

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

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

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

2023-24 School Safety Plan

regulation.

Our school has an active School Safety Planning Committee (SSPC) that includes administrators, teachers, and school supervisors. The committee meets every three weeks. The committee works together in forming and revising the school safety plan as well as responding to day-to-day safety issues as well as addressing the Covid-19 safety precautions. We include student council in our plan by asking for student feedback at one of their meetings. At the time of the latest review of the School Site Safety Plan, all revisions were communicated to both the classified and certificated staff. During the 2023-2024 school year, this has included all of the necessary safety, health and sanitizing protocols to ensure that staff and visitors to campus remain as safe as possible.

D. Other SARC Information Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

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

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

2021-22 Elementary Average Class Size and Class Size Distribution

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

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

2022-23 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	14	5	0	0
1	31	0	2	1
2	19	3	0	0
3	27	1	2	1
4	25	0	3	0
5	26	0	3	0
6	25	1	2	0
Other	14	3	3	0

2022-23 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	0

2022-23 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	6.3

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$15,378	\$7,587	\$7,791	\$99,005
District	N/A	N/A	\$7,882	\$107,231
Percent Difference - School Site and District	N/A	N/A	-1.2	-1.3
State	N/A	N/A	\$7,607	\$90,632
Percent Difference - School Site and State	N/A	N/A	-56.9	18.0

Fiscal Year 2022-23 Types of Services Funded

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

At Stonebrae, we are funding several programs to increase teacher capacity through professional development on instructional initiatives. This includes Arch Chinese/Level Chinese for DLI teachers, and Lexia for all staff. Our 4th grade team is using Accelerated Reader. These services allow our staff to learn new pedagogical techniques to reach all learners and particular subsets of learners as well.

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

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

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$74,517	\$55,550
Mid-Range Teacher Salary	\$104,084	\$84,645
Highest Teacher Salary	\$124,131	\$111,284
Average Principal Salary (Elementary)	\$158,307	\$139,860
Average Principal Salary (Middle)	\$172,464	\$146,440
Average Principal Salary (High)	\$183,511	\$158,447
Superintendent Salary	\$314,081	\$278,268
Percent of Budget for Teacher Salaries	35.42%	32.21%
Percent of Budget for Administrative Salaries	5.96%	4.89%

Professional Development

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

As part of the growth process, opportunities for training and staff development are provided at both the district and individual school sites to administrators, teachers, and classified staff. The district offered three staff development days in 2023-2024. The curricular focus of the current school year is Mathematics. In addition to three full days, Hayward Unified School District is also coordinating minimum days to provide ongoing professional development to learn and administer Fastbridge. Teachers also have release time to assess student reading proficiency. Our DLI teachers have monthly professional development and meeting. We use the cycle of inquiry in grade level teams to focus on grade developed questions with an ABAR lens. Common Core Mathematics teaching and learning is supported by administration, instructional coaches and PLC teams.

At Stonebrae, we work to increase teacher capacity through professional development on instructional initiatives. This includes ELD training for all staff, Arch Chinese/Level Chinese for DLI teachers, and Lexia and iXCEL for all staff. The grade levels have Math professional development and collaboration time on site and the ILT also has professional learning sessions and opportunities at the district level.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	6	3	3