



# School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Stonebrae Elementary School	01611920111815	4/24/2024	May 22, 2024

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

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

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

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

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

- Schoolwide Program
- Schoolwide Program

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

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# Plan Description

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

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

Schoolwide Program

Schoolwide Program

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 with 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.

## Educational Partner Involvement

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

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

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 2023-2024 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 17% 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.

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

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 Multilingual Learners receiving their designated specialized instruction.

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. 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 support after-school interventions.

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 trying to increase services outside the school day to provide a Tier 2 Mandarin intervention.

The Council would like to also point out inequities that were identified in the Spring. The 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 20% 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).

## Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

### California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

The red categories are African American Chronic Absenteeism and Students with Disabilities in English Language Arts. The orange categories are African American & Hispanic in English Language Arts, and African American in Math.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

Students with Disabilities, African American, and Hispanics.

## Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Stonebrae Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

### Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	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

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	96	83	71
Grade 1	101	94	77
Grade 2	113	94	87
Grade3	113	92	94
Grade 4	114	98	91
Grade 5	98	95	94
Grade 6	61	83	81
<b>Total Enrollment</b>	696	639	595

#### Conclusions based on this data:

1. The overall enrollment has dropped but with the addition of TK this year, it is expected that enrollment will increase this year.
2. In terms of student group enrollment, many families are selecting to identify as mixed race or by multiple ethnicities and I am curious how this is reflected in the data capture since the percent is so low.(1.24)
3. Our white and African American subgroups are slightly decreased while our Asian population has slightly increased.



# School and Student Performance Data

## English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners (EL)	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:

1. Our English Learner enrollment has decreased from last year and is trending downward.
2. This year we had a decrease of 5% of students reclassify.
3. A quarter of our students living in homes where another language is spoken, the school needs support for families/parents who speak multiple languages, not just Mandarin and Spanish.



# School and Student Performance Data

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

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	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	92	0	90	90	0	90	90	0.0	97.8	97.8
Grade 4	109	88	90	0	85	89	0	85	89	0.0	96.6	98.9
Grade 5	93	89	91	0	86	87	0	86	87	0.0	96.6	95.6
Grade 6	59	83	80	0	81	80	0	81	80	0.0	97.6	100.0
All Grades	368	352	353	0	342	346	0	342	346	0.0	97.2	98.0

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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.	2411.		25.56	18.89		31.11	26.67		16.67	21.11		26.67	33.33
Grade 4		2449.	2481.		20.00	37.08		29.41	22.47		11.76	10.11		38.82	30.34
Grade 5		2489.	2486.		17.44	22.99		30.23	26.44		17.44	21.84		34.88	28.74
Grade 6		2509.	2534.		16.05	20.00		25.93	32.50		24.69	22.50		33.33	25.00
All Grades	N/A	N/A	N/A		19.88	24.86		29.24	26.88		17.54	18.79		33.33	29.48

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

<b>Reading</b>									
<b>Demonstrating understanding of literary and non-fictional texts</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		22.22	16.67		60.00	57.78		17.78	25.56
<b>Grade 4</b>		21.18	29.21		49.41	49.44		29.41	21.35
<b>Grade 5</b>		16.28	12.64		58.14	58.62		25.58	28.74
<b>Grade 6</b>		19.75	18.75		49.38	58.75		30.86	22.50
<b>All Grades</b>		19.88	19.36		54.39	56.07		25.73	24.57

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<b>Writing</b>									
<b>Producing clear and purposeful writing</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		20.00	8.89		52.22	63.33		27.78	27.78
<b>Grade 4</b>		21.18	19.10		47.06	49.44		31.76	31.46
<b>Grade 5</b>		13.95	22.99		59.30	50.57		26.74	26.44
<b>Grade 6</b>		11.11	25.00		53.09	47.50		35.80	27.50
<b>All Grades</b>		16.67	18.79		52.92	52.89		30.41	28.32

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<b>Listening</b>									
<b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		18.89	11.11		64.44	67.78		16.67	21.11
<b>Grade 4</b>		10.59	22.47		70.59	58.43		18.82	19.10
<b>Grade 5</b>		11.63	9.20		75.58	67.82		12.79	22.99
<b>Grade 6</b>		14.81	12.50		76.54	78.75		8.64	8.75
<b>All Grades</b>		14.04	13.87		71.64	67.92		14.33	18.21

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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	22.22		63.33	52.22		16.67	25.56
Grade 4		11.76	28.09		63.53	55.06		24.71	16.85
Grade 5		16.28	13.79		63.95	68.97		19.77	17.24
Grade 6		13.58	20.00		72.84	67.50		13.58	12.50
All Grades		15.50	21.10		65.79	60.69		18.71	18.21

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**Conclusions based on this data:**

1. Overall Achievement for All Students, 48.27% are Standard Nearly Met and Standard Not Met.
2. Listening and demonstrating effective communication skills decreased.
3. Their scores in these two areas went up significantly. In 3rd and 4th grade reading, in-class learning has impacted student growth.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	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	92	0	90	90	0	90	90	0.0	97.8	97.8
Grade 4	109	88	90	0	85	89	0	85	89	0.0	96.6	98.9
Grade 5	93	89	91	0	86	87	0	86	87	0.0	96.6	95.6
Grade 6	59	83	80	0	79	80	0	79	80	0.0	95.2	100.0
All Grades	368	352	353	0	340	346	0	340	346	0.0	96.6	98.0

\* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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.	2430.		20.00	16.67		35.56	34.44		23.33	21.11		21.11	27.78
Grade 4		2454.	2483.		12.94	26.97		30.59	26.97		21.18	22.47		35.29	23.60
Grade 5		2479.	2487.		12.79	16.09		17.44	22.99		33.72	28.74		36.05	32.18
Grade 6		2521.	2548.		20.25	31.25		17.72	21.25		29.11	21.25		32.91	26.25
All Grades	N/A	N/A	N/A		16.47	22.54		25.59	26.59		26.76	23.41		31.18	27.46

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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	25.56		50.00	48.89		24.44	25.56
Grade 4		20.00	31.46		43.53	41.57		36.47	26.97
Grade 5		16.28	20.69		44.19	40.23		39.53	39.08
Grade 6		24.05	35.00		43.04	32.50		32.91	32.50
All Grades		21.47	28.03		45.29	41.04		33.24	30.92

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Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		32.22	21.11		41.11	50.00		26.67	28.89
Grade 4		14.12	25.84		52.94	50.56		32.94	23.60
Grade 5		12.79	14.94		54.65	55.17		32.56	29.89
Grade 6		15.19	22.50		53.16	51.25		31.65	26.25
All Grades		18.82	21.10		50.29	51.73		30.88	27.17

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Communicating Reasoning 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	22.22		58.89	63.33		13.33	14.44
Grade 4		24.71	30.34		42.35	42.70		32.94	26.97
Grade 5		15.12	8.05		53.49	66.67		31.40	25.29
Grade 6		12.66	22.50		62.03	56.25		25.32	21.25
All Grades		20.29	20.81		54.12	57.23		25.59	21.97

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**Conclusions based on this data:**

1. 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.
2. There has not been a great shift in our percentage of success - we have stayed consistent in our percentages during the past three years. This year we had a one percent increase in math. We need to make more gains.
3. Overall all students do better with problem solving and modeling than the concepts and procedures. All students need the most support with communicating reasoning.

# School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](http://www.cde.ca.gov/ta/tg/te/elpac/) web page or the [ELPAC.org](http://elpac.org) website for more information about the ELPAC.

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	1441.4	1430.0	*	1454.2	1435.4	*	1411.1	1416.8	*	23	21	10
<b>1</b>	1449.5	1414.4	1442.5	1457.4	1414.9	1442.6	1441.2	1413.3	1442.0	33	16	17
<b>2</b>	1488.8	1466.2	1450.7	1478.0	1475.8	1446.3	1499.0	1456.1	1454.5	21	24	17
<b>3</b>	1453.3	1486.0	1506.2	1447.6	1495.2	1519.0	1458.7	1476.2	1493.0	30	15	21
<b>4</b>	1485.9	1484.8	1511.3	1485.7	1477.2	1514.9	1485.5	1491.8	1507.0	27	21	12
<b>5</b>	1515.6	1530.3	1510.5	1523.4	1532.7	1503.1	1507.3	1527.6	1517.4	14	18	18
<b>6</b>	1487.2	1529.1	1531.8	1496.0	1538.2	1529.9	1477.8	1519.5	1533.5	12	11	12
<b>All Grades</b>										160	126	107

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	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
<b>K</b>	26.09	19.05	*	34.78	38.10	*	34.78	23.81	*	4.35	19.05	*	23	21	*
<b>1</b>	25.00	6.25	0.00	12.50	25.00	35.29	40.63	25.00	47.06	21.88	43.75	17.65	32	16	17
<b>2</b>	19.05	0.00	5.88	52.38	47.83	29.41	19.05	39.13	35.29	9.52	13.04	29.41	21	23	17
<b>3</b>	3.70	14.29	23.81	48.15	35.71	23.81	29.63	21.43	42.86	18.52	28.57	9.52	27	14	21
<b>4</b>	7.69	14.29	16.67	38.46	33.33	41.67	38.46	19.05	16.67	15.38	33.33	25.00	26	21	12
<b>5</b>	7.14	22.22	27.78	50.00	55.56	22.22	35.71	11.11	27.78	7.14	11.11	22.22	14	18	18
<b>6</b>	16.67	9.09	16.67	25.00	63.64	58.33	50.00	27.27	16.67	8.33	0.00	8.33	12	11	12
<b>All Grades</b>	15.48	12.10	15.89	36.13	41.94	33.64	34.84	24.19	32.71	13.55	21.77	17.76	155	124	107

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Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	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
<b>K</b>	30.43	19.05	*	39.13	42.86	*	13.04	14.29	*	17.39	23.81	*	23	21	*
<b>1</b>	31.25	12.50	0.00	18.75	12.50	41.18	34.38	43.75	47.06	15.63	31.25	11.76	32	16	17
<b>2</b>	28.57	21.74	11.76	33.33	43.48	29.41	28.57	30.43	29.41	9.52	4.35	29.41	21	23	17
<b>3</b>	11.11	35.71	42.86	55.56	35.71	23.81	14.81	14.29	23.81	18.52	14.29	9.52	27	14	21
<b>4</b>	23.08	28.57	33.33	50.00	28.57	33.33	15.38	28.57	16.67	11.54	14.29	16.67	26	21	12
<b>5</b>	42.86	44.44	38.89	50.00	44.44	22.22	0.00	0.00	22.22	7.14	11.11	16.67	14	18	18
<b>6</b>	25.00	63.64	33.33	50.00	18.18	50.00	16.67	18.18	8.33	8.33	0.00	8.33	12	11	12
<b>All Grades</b>	26.45	29.84	28.04	40.65	33.87	31.78	19.35	21.77	25.23	13.55	14.52	14.95	155	124	107

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Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	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
<b>K</b>	13.04	9.52	*	26.09	33.33	*	52.17	42.86	*	8.70	14.29	*	23	21	*
<b>1</b>	12.50	12.50	5.88	21.88	12.50	35.29	31.25	25.00	17.65	34.38	50.00	41.18	32	16	17
<b>2</b>	19.05	0.00	5.88	52.38	39.13	23.53	9.52	34.78	29.41	19.05	26.09	41.18	21	23	17
<b>3</b>	3.70	7.14	9.52	22.22	21.43	23.81	44.44	42.86	42.86	29.63	28.57	23.81	27	14	21
<b>4</b>	3.85	4.76	16.67	19.23	33.33	16.67	50.00	19.05	33.33	26.92	42.86	33.33	26	21	12
<b>5</b>	7.14	0.00	11.11	0.00	38.89	27.78	64.29	44.44	22.22	28.57	16.67	38.89	14	18	18
<b>6</b>	0.00	0.00	0.00	8.33	27.27	41.67	41.67	45.45	33.33	50.00	27.27	25.00	12	11	12
<b>All Grades</b>	9.03	4.84	7.48	23.23	30.65	28.97	40.65	35.48	30.84	27.10	29.03	32.71	155	124	107

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Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of 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
<b>K</b>	30.43	23.81	*	60.87	66.67	*	8.70	9.52	*	23	21	*
<b>1</b>	32.26	25.00	11.76	54.84	62.50	88.24	12.90	12.50	0.00	31	16	17
<b>2</b>	38.10	13.04	11.76	47.62	78.26	70.59	14.29	8.70	17.65	21	23	17
<b>3</b>	14.81	35.71	28.57	62.96	50.00	47.62	22.22	14.29	23.81	27	14	21
<b>4</b>	30.77	33.33	33.33	53.85	33.33	58.33	15.38	33.33	8.33	26	21	12
<b>5</b>	14.29	22.22	16.67	78.57	66.67	55.56	7.14	11.11	27.78	14	18	18
<b>6</b>	8.33	0.00	16.67	58.33	90.91	75.00	33.33	9.09	8.33	12	11	12
<b>All Grades</b>	25.97	22.58	22.43	58.44	62.90	62.62	15.58	14.52	14.95	154	124	107

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Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of 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
<b>K</b>	30.43	28.57	*	43.48	38.10	*	26.09	33.33	*	23	21	*
<b>1</b>	25.00	12.50	11.76	53.13	43.75	64.71	21.88	43.75	23.53	32	16	17
<b>2</b>	9.52	34.78	17.65	76.19	56.52	52.94	14.29	8.70	29.41	21	23	17
<b>3</b>	29.63	78.57	47.62	55.56	0.00	47.62	14.81	21.43	4.76	27	14	21
<b>4</b>	34.62	33.33	50.00	50.00	42.86	33.33	15.38	23.81	16.67	26	21	12
<b>5</b>	85.71	83.33	66.67	7.14	11.11	16.67	7.14	5.56	16.67	14	18	18
<b>6</b>	66.67	81.82	66.67	25.00	18.18	25.00	8.33	0.00	8.33	12	11	12
<b>All Grades</b>	34.84	46.77	40.19	48.39	33.06	42.06	16.77	20.16	17.76	155	124	107

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Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of 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
<b>K</b>	8.70	9.52	*	73.91	71.43	*	17.39	19.05	*	23	21	*
<b>1</b>	35.48	31.25	23.53	25.81	18.75	29.41	38.71	50.00	47.06	31	16	17
<b>2</b>	23.81	4.35	11.76	57.14	78.26	52.94	19.05	17.39	35.29	21	23	17
<b>3</b>	7.41	0.00	9.52	66.67	50.00	42.86	25.93	50.00	47.62	27	14	21
<b>4</b>	3.85	4.76	16.67	57.69	47.62	41.67	38.46	47.62	41.67	26	21	12
<b>5</b>	7.14	16.67	11.11	42.86	55.56	55.56	50.00	27.78	33.33	14	18	18
<b>6</b>	0.00	0.00	8.33	16.67	36.36	33.33	83.33	63.64	58.33	12	11	12
<b>All Grades</b>	14.29	9.68	12.15	50.65	54.03	46.73	35.06	36.29	41.12	154	124	107

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Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of 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
<b>K</b>	47.83	52.38	*	34.78	28.57	*	17.39	19.05	*	23	21	*
<b>1</b>	10.00	6.25	11.76	50.00	56.25	47.06	40.00	37.50	41.18	30	16	17
<b>2</b>	23.81	0.00	11.76	52.38	69.57	47.06	23.81	30.43	41.18	21	23	17
<b>3</b>	0.00	7.14	14.29	74.07	64.29	76.19	25.93	28.57	9.52	27	14	21
<b>4</b>	0.00	19.05	8.33	76.92	47.62	66.67	23.08	33.33	25.00	26	21	12
<b>5</b>	0.00	11.11	22.22	92.86	77.78	50.00	7.14	11.11	27.78	14	18	18
<b>6</b>	8.33	18.18	25.00	83.33	63.64	75.00	8.33	18.18	0.00	12	11	12
<b>All Grades</b>	13.07	16.94	19.63	63.40	57.26	55.14	23.53	25.81	25.23	153	124	107

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

**Conclusions based on this data:**

1. Overall, level 4 and level 2 increased, and level 3 and level 1 decreased in 2022-2023.
2. In the reading and writing domains, well-developed and beginning increased in 2022-2023.
3. In the speaking domain, moderately increased from 33.06 % (2021-2022) to 42.06% (2022-2023).

# School and Student Performance Data

## California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>
<b>595</b>	<b>58.3</b>	<b>18.7</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.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	111	18.7
Foster Youth	1	0.2
Homeless	7	1.2
Socioeconomically Disadvantaged	347	58.3
Students with Disabilities	54	9.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	50	8.4
American Indian	1	0.2
Asian	151	25.4
Filipino	22	3.7
Hispanic	219	36.8
Two or More Races	74	12.4
Pacific Islander	14	2.4
White	60	10.1

**Conclusions based on this data:**

1. 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.
2. Even though we have a Mandarin dual language program, our highest enrollment is our Latino/Hispanic subgroup.
3. We have low percentages of American Indian, Pacific Islander, and filipino students. We must ensure the culture of all students represented is reflected in our teaching.

# School and Student Performance Data

## Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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



### 2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Green	<b>Chronic Absenteeism</b>  Yellow	<b>Suspension Rate</b>  Yellow
<b>Mathematics</b>  Green		
<b>English Learner Progress</b>  Yellow		

#### Conclusions based on this data:

1. Chronic Absenteeism needs to be addressed school wide.
2. Both English Language Arts and Mathematics are green, but English Learner Progress is yellow.
3. Our priority was to lower the number of overall suspensions by using alternative means to correct behavior and strengthen the relationships of all.



# School and Student Performance Data

## Academic Performance English Language Arts

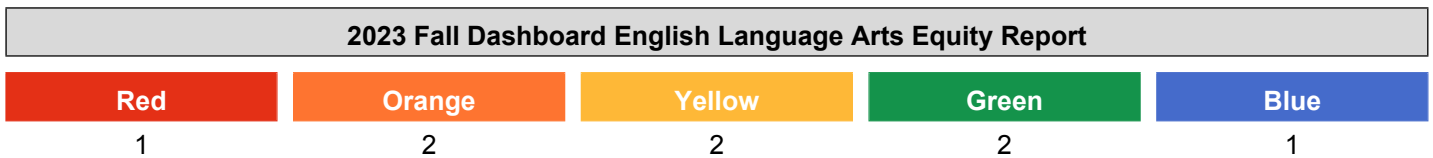
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<b>All Students</b>  Green 4.4 points below standard Increased +8.6 points 343 Students	<b>English Learners</b>  Yellow 41.3 points below standard Increased +12.3 points 90 Students	<b>Foster Youth</b>  No Performance Color 0 Students
<b>Homeless</b> Less than 11 Students 6 Students	<b>Socioeconomically Disadvantaged</b>  Yellow 28.4 points below standard Increased Significantly +25.7 points 196 Students	<b>Students with Disabilities</b>  Red 70.7 points below standard Decreased -3.2 points 44 Students

### 2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 26.3 points below standard Decreased Significantly - 15.8 points 35 Students	Less than 11 Students  1 Student	 Green 38.5 points above standard Increased +11.7 points 81 Students	16.1 points above standard Decreased -12.4 points  12 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 53.6 points below standard Maintained +0.8 points 129 Students	 Blue 58.3 points above standard Increased Significantly +46 points 35 Students	Less than 11 Students  10 Students	 Green 29 points above standard Increased +6.9 points 39 Students

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.

### 2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
76.5 points below standard Increased +11.5 points 63 Students	40.9 points above standard Increased Significantly +21.2 points 27 Students	4.9 points above standard Increased +3.2 points 216 Students

**Conclusions based on this data:**

1. Targeting the low sub groups with funding is needed.
2. While our White and Asian subgroups are green, our African American and Hispanic subgroups are in orange.
3. The students with Disabilities subgroup is red and 70.7 points below standard.

# School and Student Performance Data

## Academic Performance Mathematics

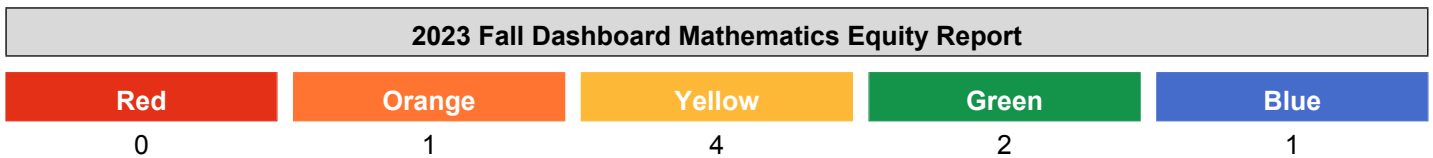
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.








This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>	<b>English Learners</b>	<b>Foster Youth</b>
 Green	 Yellow	 No Performance Color
10 points below standard Increased +14.4 points	35.6 points below standard Increased +13 points	0 Students
342 Students	90 Students	
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>	<b>Students with Disabilities</b>
Less than 11 Students  6 Students	 Yellow	 Yellow
	31.4 points below standard Increased Significantly +29.9 points	58.6 points below standard Increased Significantly +22.8 points
	196 Students	44 Students



### 2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 46.3 points below standard Decreased -11.8 points 34 Students	Less than 11 Students  1 Student	 Green 34.7 points above standard Increased +10.1 points 81 Students	23 points above standard Increased Significantly +27.7 points 12 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 48.8 points below standard Increased Significantly +20.8 points 129 Students	 Blue 38.7 points above standard Increased Significantly +15.8 points 35 Students	Less than 11 Students  10 Students	 Green 12.8 points above standard Maintained -0.6 points 39 Students

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

### 2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
64.2 points below standard Increased Significantly +17.6 points 63 Students	31.1 points above standard Increased +9.8 points 27 Students	3.9 points below standard Increased +11.9 points 215 Students

#### Conclusions based on this data:

1. Even though the Hispanic subgroup is yellow and the African American group is orange, our Hispanic subgroup scored lowest at 48.8 points below the standard.
2. Stonebrae's Asian and white subgroups are in green. The Asian increased by 10.1 points and the Filipino increased by 27.7 points. Stonebrae's 2 or more races subgroup increased by 15.8 points.
3. Overall, all student groups increased.

# School and Student Performance Data

## Academic Performance English Learner Progress

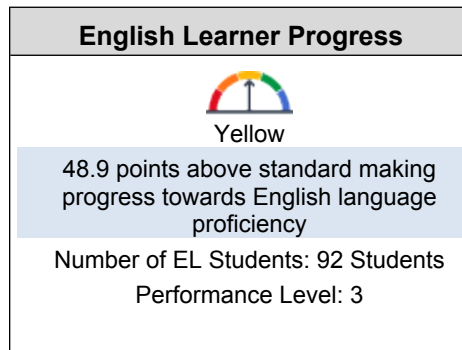
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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

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

### 2023 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.

### 2023 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
17	30	0	43

#### Conclusions based on this data:

- 43 EL have progressed at least one ELPI Level, 30 are maintained and only 17 decreased one ELPI Level.
- Having students decrease an ELPI Level increases concern about language development.
- 92 EL students are at Level 3. There is room for improvement.



# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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








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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<b>All Students</b>	<b>English Learners</b>	<b>Foster Youth</b>
 Yellow 35.9% Chronically Absent Declined Significantly -10.4 627 Students	 Orange 34.1% Chronically Absent Declined -13.3 132 Students	Less than 11 Students 3 Students
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>	<b>Students with Disabilities</b>
Less than 11 Students 9 Students	 Yellow 40.8% Chronically Absent Declined Significantly -14.6 387 Students	 Orange 47.4% Chronically Absent Declined -16.8 78 Students

**2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Red 50.9% Chronically Absent Increased 10 57 Students	Less than 11 Students 1 Student	 Yellow 22.2% Chronically Absent Declined Significantly -6.8 158 Students	45.8% Chronically Absent Increased 18.2 24 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 42.7% Chronically Absent Declined Significantly -21.8 227 Students	 Orange 28.8% Chronically Absent Declined -12.8 80 Students	57.1% Chronically Absent Increased 17.1 14 Students	 Orange 33.3% Chronically Absent Declined -2.3 66 Students

**Conclusions based on this data:**

1. The entire school can focus on this goal.
2. The African American student is red and needs to be addressed.
3. Asian and Hispanic are yellow and White and Two or More Races are orange. Teachers need to place a higher emphasis on English Language Development to move our students more quickly towards language proficiency.



# School and Student Performance Data

## Conditions & Climate Suspension Rate

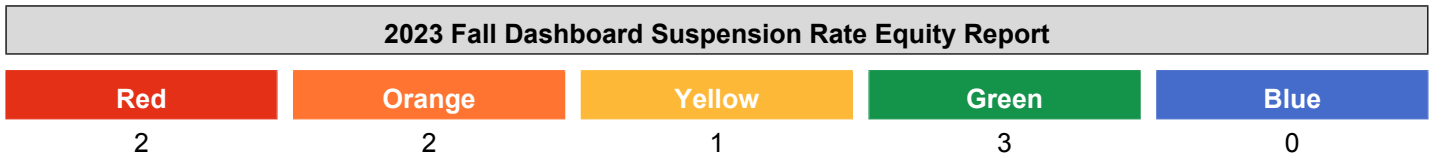
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.





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








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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<b>All Students</b>  Yellow 2.4% suspended at least one day Maintained 0.1 637 Students	<b>English Learners</b>  Green 0.7% suspended at least one day Declined -0.5 134 Students	<b>Foster Youth</b> Less than 11 Students 3 Students
<b>Homeless</b> Less than 11 Students 9 Students	<b>Socioeconomically Disadvantaged</b>  Green 2.1% suspended at least one day Declined -0.9 390 Students	<b>Students with Disabilities</b>  Orange 5% suspended at least one day Increased 3.6 80 Students

**2023 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Red 6.9% suspended at least one day Increased 2.4 58 Students	Less than 11 Students 1 Student	 Yellow 1.2% suspended at least one day Maintained 0 163 Students	0% suspended at least one day Maintained 0 24 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 1.3% suspended at least one day Declined Significantly -1.3 230 Students	 Orange 2.5% suspended at least one day Increased 1.2 81 Students	0% suspended at least one day Maintained 0 14 Students	 Red 6.1% suspended at least one day Increased 2.7 66 Students

**Conclusions based on this data:**

1. The African American students (6.9%) and the White (6.1%) are red, and both increased.
2. English Learners and socioeconomically disadvantaged are green. Hispanic is also green and declined.
3. Overall is yellow including the Asian.



# Goals, Strategies, & Proposed Expenditures

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

## Goal 1

### Title and Description of School Goal

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

#### **Deeper Learning -- Language and Literacy**

Deeper Learning -- Language and Literacy: All students will receive literacy instruction that is tailored to their needs, through an equity lens, as measured on State (CAASPP ELA) and local assessments. The Hispanic, African American, and Students with Disabilities Subgroups will increase performance on CAASPP ELA by 5%.

In addition to English language arts, students at Stonebrae will increase proficiency in Mandarin by 3% as measured by local assessments (Level Learning).

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

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Hayward Unified School District believes that literacy is a civil right, and literacy instruction takes place across all grade levels. Literacy and Anti-Bias/ Anti-Racism are tightly interwoven, as students must feel safe and valued 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 all grades.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Staff will continue to be trained on using the Cycle of Inquiry which they will use to monitor and evaluate data.

- Collect data from 2023-2024 CAASPP assessments, Benchmark IAB assessments, ELPAC, ADEPT, and site formative assessments
- Data Analysis at SSC, staff meetings, ILT meetings, and grade-level meetings will be used to plan and implement lessons targeting specific claims
- Staff will have release time to analyze data, collaborate, observe, and create an action plan for student achievement based on data from 2023-2024 CAASPP assessments, Benchmark IAB assessments, and site formative assessments

Strategy: Professional Learning Communities will use the data provided and the Common Core Instructional Framework to plan ELA units. Teachers will determine which standards need more detailed instruction and which claims need additional focus and analyze how they are tested. Teachers will lesson plan based on student achievement results and will utilize a backward planning model that aligns with a Cycle of Inquiry and with a focus on deeper learning.

Teachers will provide instruction that incorporates culturally and linguistically responsive pedagogy.

Stonebrae will continue to develop and implement assessment-based, targeted teaching practices around Balanced Literacy to improve student reading comprehension. Teachers will continue to follow the Common Core Instructional Framework to plan units and lessons designed to target deeper learning practices.

Teachers will lead guided reading groups, interactive read-aloud, and independent Reading and Writing Workshop lessons.

Classrooms will continue to use Lexia and leveled books that will support student acceleration in reading comprehension.

EL Specialist and General Ed Para will work with students in small groups during school hours.

YEP (Youth Enrichment Program) and the school will coordinate efforts with the acceleration programs including Success Maker. Local assessment and Illuminate Education data is used to target areas of need for students.

Groups participating in this goal:

Students Especially Students who need additional support in English Language Arts including but not limited to Special Education students and students in the African American, Latino, and English learner subgroups

Administration & All teachers

EL Specialist

General Ed Para

Means of evaluating progress toward this goal: Stakeholder groups including the English Language Advisory Committee (ELAC), Site Based Decision-Making Team (SBDM), African American Student Achievement Initiative (AASAI) Team, Parent Teacher Association (PTA), Instructional Leadership Team (ILT), Professional Learning Communities (PLCs), and School Site Council (SSC) will analyze the data from the literacy screener assessment collected to evaluate progress. Administration and/or designee will provide data presentations to all stakeholder groups.

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Scores (3-6)	CAASPP Score Percentage - 4.4% below standard	Reduce below standard to 2.4%
Mandarin Language Assessments (K-6)	Continue to use Level Learning to assess Mandarin language development	Students make progress in Mandarin as measured by Level Learning assessments
Fast Bridge Assessments (K-6)	54% students scored at lowest level 0-19.99%. 10% of students performed at the second lowest level.	Reduce 5% lowest performance level; reduce 3% the second lowest performance level in 2024-25.

## Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>Stonebrae will provide a para educator to work with students in grades 1-3 and eventually include kindergarten to support our students who need more targeted instruction and attention. The district pays for a para-educator for our school for grades 4th -6th grade. Both provide early literacy small group support and intervention, focus on the development of both phonics and comprehension skills.</p> <p>All students use Lexia as a supplement assessment for reading, speaking, and writing.</p> <p>Provide students with extra support and intervention.</p>	All Students	<p>27,000 Title I 2000-2999: Classified Personnel Salaries Para educator for small group intervention K-4 (MTSS) 5,000 LCFF 1000-1999: Certificated Personnel Salaries Extra hours for language and literacy assessments and intervention increase African American and other high-need students in language and literacy achievement and community engagement.</p> <p>1,000 LCFF 2000-2999: Classified Personnel Salaries Extra hours for language and literacy assessments and intervention increase African American and other high-need students in language and literacy achievement and community engagement.</p> <p>11,000 LCFF 4000-4999: Books And Supplies Lexia</p>
1.2	<p>Mandarin teachers will use high-interest books, subscriptions and other materials to increase students' ability to read in Mandarin. We will also develop student engagement in Two Way Mandarin including cultural activities at school and in the community.</p> <p>Provide Mandarin students with extra support and intervention.</p>	All Students enrolled in Mandarin Dual Language Immersion	<p>4,000 LCFF 4000-4999: Books And Supplies</p> <p>4,000 LCFF 1000-1999: Certificated Personnel Salaries extra hours for language and literacy assessments and intervention increase African American and other high-need students in language and literacy achievement, cultural</p>

			activities, and community engagement. 1,600 LCFF 2000-2999: Classified Personnel Salaries extra hours for language and literacy assessments and intervention increase Multilingual learners in language and literacy achievement, cultural activities, and community engagement.
1.3	IGNITE after-school literacy program	Select students through COST	0 Other 2000-2999: Classified Personnel Salaries  0 None Specified None Specified

## Annual Review

### SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

Staggered reading has impacted our site's ability to allow for small-group instruction. Grade levels used the funds to provide extra hours so they could analyze data as a team and provide after-school intervention as needed. 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 during school.

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

We set aside money to have teachers meet due to the time needed to analyze data and to support staggered reading and small group differentiated instruction. Our Coordination of Service Team (COST) continued to use reading data to inform how we use multi-tiered systems of support to meet readers who need support to make grade-level gains. Our COST continued to make improvements in organizing how we would provide support and monitor growth. Our purchase of Lexia, a 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 are since it is personalized.

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 continue to target struggling readers in the upper grades as well. General Ed Para can continue to target struggling readers in small-group differentiation learning which will target learners closely and monitor progress using our universal screener and FastBridge throughout the year. The district also provides a Para to support intermediate (grades 4-6) reading intervention.

We combined our goals for the Two Way Mandarin Immersion (Multilingual learner) Program in our literacy goal. We increased funding for Mandarin supplemental materials and will continue to fund the Mandarin language and culture engagement activities in schools and communities.

We will continue to use the monies for books and materials that spotlight our Anti-Bias/ Anti-Racism policies of our district and show the representation of our student body in our books and 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 2

### Title and Description of School Goal

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

#### Deeper Learning -- Mathematics

Deeper Learning -- Mathematics: All students will receive mathematics instruction that is tailored to their needs, through an equity lens, as measured on State (CAASPP Math) and local assessments. Our African American students will increase by 5% performance on CAASPP Math.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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 to learn and become proficient in numeracy, algebraic concepts and thinking, and higher-level math including trigonometry and calculus.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	42% of 3rd-6th grade at or above standard	5% gain in all grades in CAASPP (47%) in 2024-25.

### Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Stonebrae will provide teachers with additional collaboration time regularly to analyze assessment data (data talks) and determine the next steps, including intervention/acceleration for students who would benefit from that support.  The school will provide extra hours for paras to support math assessments and interventions for African American students and others.	All students	4000 LCFF 1000-1999: Certificated Personnel Salaries extra hours for math intervention and data talks increase African American and other high need students

	<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 of and meaning of the standards and become better problem solvers.</p> <p>Provide community engagement activities (Family Math Night)</p>		<p>in math achievement and community engagement.</p> <p>1000 LCFF 2000-2999: Classified Personnel Salaries extra hours for math assessments and intervention increase African American and other high-need students in math achievement and community engagement.</p> <p>1000 LCFF - Supplemental 4000-4999: Books And Supplies</p>
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## Annual Review

**SPSA Year Reviewed: 2023-24**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

We are providing funds for math CAASPP data talk and interventions. 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 didn't focus on math, but using a basis of conceptual understanding to promote mathematical reasoning.

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

We will be more explicit about using CAASPP scores to monitor learning. We move away from timed tests and provide opportunities for students to critique the reasoning of others and the 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 uses a local measure/assessment to monitor growth regularly. 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 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 3

### Title and Description of School Goal

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

#### Deeper Learning -- English Language Development

Deeper Learning -- English Language Development: English Learners will receive instruction, through an equity lens, that will increase their performance on the English Language Proficiency Assessment for California (ELPAC), as measured by the English Learner Progress Indicator (ELPI) on the California School Dashboard, by 51%.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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 English Language Arts curricula, both of which have built-in support for English Learners. The district offered professional development to all ELA teachers. The district has revised its EL Master Plan, and the new plan is called the Multilingual Learner Plan which more accurately reflects the needs of our EL students and community.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Long term ELs will be reclassified at an increased percentage of 5%

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reclassification Rate	12 students reclassified this year and 2 Alt reclassified	15 students to reclassify next year including long term ELs in 2024-25.

### Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	<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>The General Ed Para will work with English Language Learners. Provide additional support for English Learner outside the school hours.</p>	Multilingual learners (EL, EL newcomers, and DI)	27334 Title I 2000-2999: Classified Personnel Salaries Para Educator Salary (MTSS) 5,000 LCFF 4000-4999: Books And Supplies



	Provide materials and supplies for student and family engagement.	Materials for integrated and Designated ELD + ELPAC testing preparation 1,000 LCFF 4000-4999: Books And Supplies Resources for Parent Education as well as outreach 1500 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Extra hours for PD and providing after-school EL learning opportunities 5000 LCFF 2000-2999: Classified Personnel Salaries Classified personnel salaries
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# Annual Review

**SPSA Year Reviewed: 2023-24**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

## Analysis

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

This 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.

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. However, the service is only available for the third trimester due to a staffing shortage. These students need more explicit support 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 a 50% EL specialist at our site and the number of ELs has dropped. However, we received newcomers throughout the year, so we will focus on the distinction between designated ELD and integrated ELD. There are also materials and supplies to supplement and support the acceleration of the learning of our Multilingual learners.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 4

### Title and Description of School Goal

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

#### Deeper Learning -- Visual and Performing Arts

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

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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 all students.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Arts integration in the content areas	Inconsistent, uneven implementation of arts integration among teachers at the site - however our lunchtime art projects like Lunar New Year and Diwali included the entire school.	Weekly arts integration activities implemented consistently in all classrooms
Dance and Theater	Zero opportunities had been provided in the past.	Weekly practices and end-year presentations in 2024-25.

### Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Stonebrae will promote VAPA by hosting performances including the Winterfest, spring concert, theater presentations, and dance events.	All Students	500 Other 4000-4999: Books And Supplies  Other 1000-1999: Certificated Personnel Salaries

			extra hours for school-wide projects
4.2	Stonebrae will promote arts integration by creating a school wide art project and also providing teachers supplies for arts integration lessons.	All students	Other None Specified  Other None Specified
4.3	In additions to the activities listed above, we have completed and will be submitting our Propostion 28 Site Plan for the 2024-2025 school.	All Students	

## Annual Review

### SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

This is a new goal and needs time to learn and share. Teachers shared the intergraded art projects with the staff and students.

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

The after-school musical has over 70 students and four teachers collaborating and supporting the rehearsals.

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.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 5

### Title and Description of School Goal

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

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

Relationship-Centered Schools -- School Climate and Social-Emotional Learning (SEL):

All students will have access to a safe and welcoming school environment. The school will promote a focus on the whole child by ensuring that all students have access to SEL-related strategies on a regular 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.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

We are aiming to lower our suspension rate for the 2024-2025 school year and improve the school climate by supporting PlayWork (organized games) for recess.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate	11 individual students suspended	Less than 8 students in 2024-25

### Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
5.1	Stonebrae will provide teachers and staff with additional resources and professional development in Social-Emotional Learning practices.	All Students	4000 LCFF 1000-1999: Certificated Personnel Salaries extra hours for grade-level leads PD and collaboration improve school climate in the classrooms and outside the classrooms

			2000 LCFF 2000-2999: Classified Personnel Salaries Extra hours for PD and training to support school climate in the classrooms and outside the classrooms 1000 LCFF - Supplemental 4000-4999: Books And Supplies
<b>5.2</b>	Stonebrae has received Circle Up training and materials in the 2022-2023 SY. Staff will implement Circle Up strategies in the classroom.	All students	None Specified  None Specified
<b>5.3</b>	Stonebrae will continue with student leadership initiatives (SLEA and Student Council) to increase student voice and engagement on campus.	All students	
<b>5.4</b>	Stonebrae will implement trimester awards (3 times yearly) for academic achievement, leadership/community service, and attendance	All students	2000 LCFF 4000-4999: Books And Supplies  None Specified None Specified
<b>5.5</b>	Stonebrae will implement HUSD Ally Week to increase student empathy/understanding/positive actions	All students	1000 LCFF 4000-4999: Books And Supplies
<b>5.6</b>	Stonebrae will implement African-American programming to increase student connections to the campus	All African American students	2000 LCFF 1000-1999: Certificated Personnel Salaries Extra hours for after-school clubs and activities increase African American and other students in connection to school and community engagement.  2000 LCFF 2000-2999: Classified Personnel Salaries Extra hours for after-school clubs and activities increase African American and other students in connection to school and community engagement.

5.7	Stonebrae will implement PBIS Tier 1 and 2 program to increase student connections to campus	All students	None Specified
5.8	Stonebrae will hold LatinX, AAPI, and African American read-ins to increase community engagement and student feelings of belonging.	All students	None Specified
5.9	Stonebrae will continue implementation of Playworks Recess to lessen playground conflicts and provide student leadership opportunities (Junior Coaches).	All students	3000 LCFF 1000-1999: Certificated Personnel Salaries Extra hours for coaching the junior Coaches during lunch recess.
5.10	YFSB/HUSD counselor will implement social skills' groups for students in need of Tier 2 social/emotional intervention	Select students through COST	1000 LCFF None Specified

## Annual Review

**SPSA Year Reviewed: 2023-24**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

We were able to decrease the number of referrals, reduce the suspension rate, and include community events. The SBDM, PBIS, and ILT worked to increase SEL lessons in the classroom and school-wide to reduce disciplinary infractions.

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

There was no major difference between the intended implementation of SEL and the budgeted expenditures.

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

Continue to support staff with tools and strategies to effectively implement SEL lessons in the classroom; implement Playwork for more effective and safe play during recess/lunch. Utilize student responses on the CA Healthy Kids Survey when planning for school climate initiatives.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 6

### Title and Description of School Goal

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

#### Relationship-Centered Schools -- Parent Engagement

Relationship-Centered Schools -- Parent Engagement: 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.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

One-third of our student population has instruction in dual languages: Mandarin and English. Increase the number of parents engaging in organized events and workshops at school and in the district.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent 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 meetings, or workshops in 2024-25.

### Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
6.1	Stonebrae will continue to create opportunities for parents to participate in school activities such as Science Night, Literacy Night, Lunar New Year Family Night, Wax Museum Night, and our cultural celebrations and read-ins. Increase focus on more flexible timing, translation for parents, and more emphasis on parent-requested discussion topics. 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. Funds will be used to work with agencies that promote family engagement, health-related topics, and	All Students	543 Title 1: Parent Allocation  Materials and supplies for family workshops and events; childcare and contracts for services 1207 LCFF 1000-1999: Certificated Personnel Salaries Extra hours for certified staff to support Science Family

	academics. We will support ELAC, AASAI, Coffee with the principal, SSC, and SBDM parent participation.		Night, Math Family Night, Literacy Night, and other family engagement related activities. 1000 LCFF 2000-2999: Classified Personnel Salaries Extra hours for classified staff to support any family engagement activities.
6.2	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.	All Students	1000 LCFF 3000-3999: Employee Benefits Extra Hours for Parent Engagement Specialist and Community Schools Specialist

## Annual Review

### SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

During 2023-24, the Two Way Mandarin hosted Mandarin Parent meetings and launched a new community event: the Lunar New Year Night in February. Annual Wax Museum, Math Night, and Science Night are popular. AASAI and the Asian & Pacific Islander Community Initiative (APICI) are available.

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 collaborate on African American Read-In.

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 encourage students to invite their parents to participate in school events. We provide a QR Code or sign-in sheets for school events to collect attendance. We provide surveys for parent's input and feedback. The staff analyzed and adopted the California Healthy Kids Survey (CHKS). With a full-time Community Schools Specialist on-site for the 2024-2025 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 7

### Title and Description of School Goal

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

#### Relationship-Centered Schools -- Attendance and Chronic Absenteeism

Relationship-Centered Schools -- Attendance and Chronic Absenteeism: Stonebrae will decrease chronic absenteeism by 4% in the 2024-2025 school year.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attention 2 Attendance (A2A) reports are used to monitor the number of students who are 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 in 2024-25.

### Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
7.1	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.	Students who are chronically truant	4000 LCFF 2000-2999: Classified Personnel Salaries Attendance extra hours 2000 LCFF 4000-4999: Books And Supplies Assemblies and Awards 1000 LCFF

# Annual Review

## SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

## Analysis

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

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 students' recognition awards for attendance monthly.

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, and our attendance goals, and create an attendance award system, We aim to get at the root cause of chronic truancy and know that through trusting relationships with the school and meeting the basic needs of families, we can make an impact on or 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. We will include more diverse parent groups such as AASAI, ELAC, and PTA by including parent information about attendance, deeper learning, and also academic engagement at all stakeholder meetings.

# Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$NA
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$128,684.00
Total Federal Funds Provided to the School from the LEA for CSI	\$NA

## Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

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

Federal Programs	Allocation (\$)
Title I	\$54,334.00

Subtotal of additional federal funds included for this school: \$54,334.00

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	\$69,807.00
LCFF - Supplemental	\$3,500.00
None Specified	\$0.00
Other	\$500.00
Title 1: Parent Allocation	\$543.00

Subtotal of state or local funds included for this school: \$74,350.00

Total of federal, state, and/or local funds for this school: \$128,684.00

# 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	-51,949.00
Title I	54,334.00	0.00

## Expenditures by Funding Source

Funding Source	Amount
LCFF	69,807.00
LCFF - Supplemental	3,500.00
None Specified	0.00
Other	500.00
Title 1: Parent Allocation	543.00
Title I	54,334.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	24,707.00
2000-2999: Classified Personnel Salaries	71,934.00
3000-3999: Employee Benefits	1,000.00
4000-4999: Books And Supplies	29,500.00
None Specified	1,000.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	23,207.00
2000-2999: Classified Personnel Salaries	LCFF	17,600.00

3000-3999: Employee Benefits	LCFF	1,000.00
4000-4999: Books And Supplies	LCFF	27,000.00
None Specified	LCFF	1,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	1,500.00
4000-4999: Books And Supplies	LCFF - Supplemental	2,000.00
None Specified	None Specified	0.00
2000-2999: Classified Personnel Salaries	Other	0.00
4000-4999: Books And Supplies	Other	500.00
	Title 1: Parent Allocation	543.00
2000-2999: Classified Personnel Salaries	Title I	54,334.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	53,600.00
Goal 2	6,000.00
Goal 3	39,834.00
Goal 4	500.00
Goal 5	18,000.00
Goal 6	3,750.00
Goal 7	7,000.00

# 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
Kristian Stovall	Parent or Community Member
Veronicque Levine	Other School Staff
Ana Navidad	Parent or Community Member
Brittney Lee	Parent or Community Member
Allison Trumbull	Classroom Teacher
Deborah Murayama	Principal
Valerie Cheung	Parent or Community Member
Melisa Jew	Parent or Community Member
Tiani Guo	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 4/24/2024.

Attested:



Principal, Deborah Murayama on April 24, 2024



SSC Chairperson, Ben Thorton on April 24, 2024