

Stonebrae Elementary School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

DataQuest



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

California School Dashboard



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

Internet Access

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

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2025-26 School Contact Information

School Name	Stonebrae Elementary School
Street	28761 Hayward Blvd.
City, State, Zip	Hayward, CA 94542-2213
Phone Number	(510) 723-3910
Principal	Deborah Murayama
Email Address	dmurayama@husd.k12.ca.us
School Website	https://stonebrae.husd.us/
Grade Span	K-6
County-District-School (CDS) Code	01611920111815

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

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

2025-26 School Description and Mission Statement

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

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

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

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	110
Grade 1	76
Grade 2	85
Grade 3	83
Grade 4	95
Grade 5	79
Grade 6	77
Total Enrollment	605

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.8
Male	52.2
American Indian or Alaska Native	0.5
Asian	23.8
Black or African American	6.6
Filipino	4.8
Hispanic or Latino	38.5
Native Hawaiian or Pacific Islander	1.3
Two or More Races	13.7
White	9.1
English Learners	19.3
Foster Youth	0.2
Homeless	1.3
Migrant	0.2
Socioeconomically Disadvantaged	54.4
Students with Disabilities	11.2

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

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

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	31.7	92.56	841.9	83.53	234405.2	84
Intern Credential Holders Properly Assigned	0	0	23.4	2.33	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	62.2	6.18	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	21.8	2.17	11953.1	4.28
Unknown/Incomplete/NA	2.5	7.41	58.3	5.79	15831.9	5.67
Total Teaching Positions	34.2	100	1007.9	100	279044.8	100

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	29	90.35	806	82.08	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	18.5	1.89	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.1	3.42	71.2	7.26	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	26.6	2.71	11746.9	4.23
Unknown/Incomplete/NA	2	6.23	59.5	6.06	14303.8	5.15
Total Teaching Positions	32.1	100	982	100	277698	100

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

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	29.6	93.67	777.2	80.2	230039.4	100
Intern Credential Holders Properly Assigned	0	0	19.7	2.04	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2	6.33	102.3	10.56	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	21.4	2.21	12112.8	4.34
Unknown/Incomplete/NA	0	0	48.3	4.99	13705.8	4.91
Total Teaching Positions	31.6	100	969.1	100	278927.1	100

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

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

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	1	1
Misassignments	0.00	0.1	1
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	1.1	2

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	3.4
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

Year and month in which the data were collected January 2026

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	TK: Benchmark Ready to Advance Transitional Kindergarten and Listos y Adelante Transitional Kindergarten, c2018 K-6th Grade: Benchmark Advance California Edition, Advance/Adelante, c2017 (English & Spanish); E.L. Achieve Creating Effective Systems for English Learners (English) c2018	0%
Mathematics	K- 5 Grade: Houghton Mifflin Harcourt, Math Expressions, c2015 (English & Spanish) 6th Grade: Glencoe/McGraw Hill, California Math Course 1, c2015	0%
Science	K-5th Grade: Pearson Scott Foresman, Pearson Scott Foresman California Science, c2008 (English & Spanish) 6th Grade: Pearson Scott Foresman, Pearson Scott Foresman California Science, Focus on Earth Science, c2008 (English & Spanish)	0%
History-Social Science	K-6 Teacher's Curriculum Institute, Social Studies Alive, 2nd Edition, c2017	0%
Foreign Language	Better Chinese, My First Chinese Words/I love Chinese, c 2009, Volumes 1 & 2 (Chinese)	0%

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

General: The district places a strong emphasis on ensuring that all schools are safe, clean, environmentally friendly, mechanically functional and inviting for students, staff members, and the community. To assist in this effort, the district utilizes the Facility Inspection Tool (FIT) developed by the State of California OPSC and local operations department developed inspection survey methods to keep facilities in compliance with all federal and state health and safety regulations. The district

School Facility Conditions and Planned Improvements

regularly inspects and reviews the condition of the school facilities and surrounding grounds. The district places the highest priority on those safeguards that impact the fire, life and safety protection of the students, staff, and school buildings. Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

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

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

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

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

Year and month of the most recent FIT report

December 2025

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	48	48	32	34	47	48
Mathematics (grades 3-8 and 11)	46	44	20	21	35	37

2024-25 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	333	322	96.70	3.30	47.52
Female	163	157	96.32	3.68	53.50
Male	170	165	97.06	2.94	41.82
American Indian or Alaska Native	--	--	--	--	--
Asian	79	77	97.47	2.53	59.74
Black or African American	22	21	95.45	4.55	33.33
Filipino	15	15	100.00	0.00	73.33
Hispanic or Latino	133	128	96.24	3.76	27.34
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	50	49	98.00	2.00	65.31
White	28	26	92.86	7.14	69.23
English Learners	67	60	89.55	10.45	8.33
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	203	194	95.57	4.43	32.99
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	49	47	95.92	4.08	27.66

2024-25 CAASPP Test Results in Math by Student Group

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	333	321	96.40	3.60	43.61
Female	163	158	96.93	3.07	43.67
Male	170	163	95.88	4.12	43.56
American Indian or Alaska Native	--	--	--	--	--
Asian	79	78	98.73	1.27	60.26
Black or African American	22	21	95.45	4.55	33.33
Filipino	15	15	100.00	0.00	46.67
Hispanic or Latino	133	125	93.98	6.02	20.80
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	50	48	96.00	4.00	66.67
White	28	28	100.00	0.00	60.71
English Learners	67	62	92.54	7.46	19.35
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	203	197	97.04	2.96	30.46
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	49	46	93.88	6.12	21.74

CAASPP Test Results in Science for All Students

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	33.73	30.77	18.04	19	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	80	78	97.50	2.50	30.77
Female	37	37	100.00	0.00	27.03
Male	43	41	95.35	4.65	34.15
American Indian or Alaska Native	--	--	--	--	--
Asian	16	16	100.00	0.00	50.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	36	34	94.44	5.56	11.76
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	14	13	92.86	7.14	15.38
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	48	47	97.92	2.08	25.53
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	16	94.12	5.88	31.25

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2024-25 California Physical Fitness Test Participation Rates

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	0%	0%	0%	0%	0%

C. Engagement

State Priority: Parental Involvement

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

2025-26 Opportunities for Parental Involvement

Parent and family involvement is strongly encouraged and welcomed at Stonebrae Elementary School. Parents are encouraged to join PTA and volunteer in the classroom activities, celebrations, and field trips. All parents and families are welcome to participate in various school activities, including our Fall Fest, Winter Fest, Reading Night, and Math Night. PTA conducts monthly meetings. The Mandarin Parents also have additional meetings.

Our PTA is very active, sponsoring fundraising activities such as the Annual Husky Trot and others throughout the year. Stonebrae has a full-time Family Engagement Specialist who organizes school events and collaborates with the administration to hold all our parent meetings. Our parents also play a vital role in cultural events, such as participating in the Chinese New Year Parade in San Francisco and in our Mandarin Showcase. YEP also hosts monthly parent involvement sessions, including Hispanic Heritage Month, Culture Day, and more. Parents are invited to attend the winter and spring concerts, the reward events, and more. Parents are active members of our School Site Council (SSC), English Language Advisory Committee (ELAC), African American Student Achievement Initiative (AASAI) Family Group, Asian Pacific Islander Community Initiative, Latinx/Spanish Heritage Committee, and our Site-Based Decision-Making Team (SBDM). We also have a parent ambassador who represents our school at district events. Our Parent Ambassadors work with the school community at large. We currently have over 100 active parent volunteers cleared by HUSD. This year our school has a Community School Specialist (CSS) who supports both students and families for COST. The CSS coordinates ongoing culture celebrations during school hours with the students and after school with families.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	639	625	121	19.4
Female	304	295	51	17.3
Male	335	330	70	21.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	152	147	13	8.8
Black or African American	42	41	12	29.3
Filipino	30	29	4	13.8
Hispanic or Latino	248	241	61	25.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	85	85	16	18.8
White	60	60	11	18.3
English Learners	141	138	24	17.4
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	371	364	87	23.9
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	86	86	23	26.7

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
2.83	2.67	3.91	4.9	5.4	4.97	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.07	0.1	0.07	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.91	0.00
Female	1.32	0.00
Male	6.27	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	1.32	0.00
Black or African American	14.29	0.00
Filipino	0.00	0.00
Hispanic or Latino	6.05	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	1.18	0.00
White	0.00	0.00
English Learners	5.67	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	5.66	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	6.98	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

The latest review of the School Site Safety Plan (CSSP) was conducted, and the SBDM ratified the plan on Nov. 18, 2025. This plan was shared with the staff. Each room on campus has a staff backpack with supplies and a binder with instructions on what to do in all emergencies. The school is equipped with fifteen walkie-talkie devices for site communication, specifically for our special day classes and the safety team leads. The school's disaster preparedness plan includes steps to ensure student and staff safety during disasters such as fire, disaster, shelter-in-place, and lockdowns; drills are conducted monthly throughout the school year.

Students are supervised throughout the day by teachers, administrators, and yard duty supervisors. The site has two Positive Behavior Support Interventions (PBIS): Tier 1 and Tier 2. The PBIS committees develop school-wide systems to promote safe behavior. There is a policy in place for Title IX, including sexual harassment and a bullying complaint procedure. We hold an annual Ally Week and an Inclusion Week to promote a safe school climate. Our school-based decision-making team has focused on read-ins that highlight African American, Asian American, and Pacific Islander, and Latinx/Spanish Heritage cultures to spotlight cultural voices in our community. The staff members have ongoing training on AB/AR.

There is a designated area for student drop-off, bus loading, and pick-up. The school district provides a crossing guard. Campus visitors need to check in at the front office upon arrival at school. All fingerprinted volunteers have an ID card issued by the school district and a safety vest or sticker to wear on campus.

Safety is a high priority because it is necessary to ensure a prosperous and healthy educational environment. The site uses restorative practices to build relationships within our classrooms and the greater learning community.

Our school has an active School Safety Plan that includes administrators, teachers, and school supervisors. The school safety plan guides the day-to-day safety issues. We include the student council in our plan by asking for student feedback at one of their meetings. At the time of the latest review of the School Site Safety Plan, all revisions were communicated to both the classified and certificated staff. A site Safety Plan committee member attends the monthly district-wide Safety Plan meeting.

D. Other SARC Information Information Required in the SARC

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

2022-23 Elementary Average Class Size and Class Size Distribution

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

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

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	4	0	0
1	21	1	2	0
2	21	1	2	0
3	23	0	3	0
4	24	0	3	0
5	25	0	3	0
6	24	1	2	0
Other	14	4	2	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	2	2	
1	21	1	2	
2	23		3	
3	21	1	3	
4	23		4	
5	26		3	
6	25		3	
Other	10	4		

2024-25 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	0

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	5.6

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$14,408	\$4,399	\$10,008	\$100,781
District	N/A	N/A	\$11,202	\$119,254
Percent Difference - School Site and District	N/A	N/A	-11.3	-16.8
State	N/A	N/A	\$11,146	\$103,743
Percent Difference - School Site and State	N/A	N/A	-10.8	-2.9

Fiscal Year 2024-25 Types of Services Funded

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

At Stonebrae, we are funding several programs to increase teacher capacity through professional development on instructional initiatives. This includes Arch Chinese/Level Chinese for DLI teachers. The APP, IXL, is available for grades 1-6. These services allow our staff to learn new pedagogical techniques to reach all learners and particular subsets of learners as well. We are also funding several programs to increase staff capacity to respond to the social-emotional needs of our students. This includes PBIS (Positive Behavior Supports and Interventions), Student Council, and the AASAI Empowerment Group, Black Student Union.

Stonebrae has an active PTA that funds many initiatives during the school year. Activities such as the Reflections Art, the

Fiscal Year 2024-25 Types of Services Funded

Husky, and Fundraisers are integral to our school community.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$82,468	\$62,783
Mid-Range Teacher Salary	\$115,190	\$97,783
Highest Teacher Salary	\$137,376	\$128,020
Average Principal Salary (Elementary)	\$170,657	\$160,224
Average Principal Salary (Middle)	\$186,320	\$166,992
Average Principal Salary (High)	\$203,092	\$180,971
Superintendent Salary	\$320,943	\$313,465
Percent of Budget for Teacher Salaries	32.98%	30.05%
Percent of Budget for Administrative Salaries	6.05%	5%

Professional Development

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

As part of the growth process, opportunities for training and staff development are provided at both the district and individual school sites to administrators, teachers, and classified staff. The district offered three staff development days in 2025-26. The curricular focus of the current school year is Mathematics. In addition to three full days, Hayward Unified School District is coordinating minimum days to provide ongoing professional development to support the use and administration of Fastbridge. Teachers also have release time to assess student reading proficiency. Our DLI teachers have monthly professional development and meetings. We use the cycle of inquiry in grade-level teams to focus on grade-developed questions with an ABAR lens. Common Core Mathematics teaching and learning is supported by administration, instructional coaches, and PLC teams.

At Stonebrae, we work to increase teacher capacity through professional development on instructional initiatives. This includes ELD training for all staff, Arch Chinese/Level Chinese for DLI teachers, and IXL for grades 1-6. The grade levels have on-site Math professional development and collaboration time. There are site-specific PD days throughout the school year for data analysis and progress review.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3