



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	May 26th, 2026	June 24th, 2026

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

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:

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

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

The School Site Council (SSC) met six times between September 2025 and May 2026 to review student performance data, draft goals, and finalize the budget allocations. 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.

Partners Involved - 1) School Site Council (SSC): Consisted of five parents and five staff members as the primary voting and drafting body, 2) English Learner Advisory Committee (ELAC): Provided targeted feedback regarding the school's English Learner population, which comprises 17% of total enrollment, 3) Site-Based Decision Making (SBDM) Team: Conducted leadership reviews of instructional strategies and action steps, 4) Certificated and Classified Staff: Contributed operational tasks and teaching strategies during monthly staff meetings, and 5) Parent-Teacher Association (PTA) & LCAP Groups: Gathered broad community input on school climate and resource equity.

Timeline of Involvement - Fall 2025: SSC and ELAC evaluated data from the previous year to identify achievement gaps. Winter 2025–2026: Staff and SBDM teams drafted specific site strategies during routine meetings. Spring 2026: SSC synthesized community feedback from PTA and LCAP meetings to revise plan goals. May 2026: SSC reviewed the final draft, held the annual update review, and captured approval in official meeting minutes.

Communication and Feedback Loop - Initial data and draft ideas were gathered from all stakeholder groups. The SSC consolidated these ideas into a formal draft plan. The completed draft was redistributed to ELAC, staff, and parent groups for final validation. Annual review metrics were presented at conclusion meetings, with stakeholder feedback explicitly documented in the minutes.

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 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 continues to 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 also recognize a need for on-going support for 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 that will impact the upcoming school year...

1. Stonebrae was not able to secure a counselor in the 2025 - 2026 school year, but will have an SEL counselor 50% of the time starting in the Fall of 2026.
2. Stonebrae was not able to retain the Community schools Specialist in the upcoming school year due to not being a grant recipient.
3. Stonebrae was not able to retain the Family Engagement Specialist due to budget constraints.
4. Stonebrae was able to adopt a comprehensive way to schedule and hold Student Success Team Meetings through our Coordination of Service Team (COST).
5. 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.

In the "Orange" category are English Language Arts and Suspension Rate. In the "Red" category is English Learners.

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 Socioeconomically Disadvantaged groups.

Other Needs

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

Both Language Arts and Math declined; Language Art was 4.9 and Math was 5.5 points.

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		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.34%	0.50%	0.67%	2	3	4
African American	8.91%	6.61%	5.86%	53	40	35
Asian	23.70%	23.80%	25.29%	141	144	151
Filipino	3.19%	4.79%	5.36%	19	29	32
Hispanic/Latino	36.81%	38.51%	38.19%	219	233	228
Pacific Islander	1.34%	1.32%	0.50%	8	8	3
White	10.25%	9.09%	10.05%	61	55	60
Multiple/No Response	14.29%	13.72%	12.56%	85	83	75
Total Enrollment				595	605	597

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		24	40
Kindergarten	73	86	73
Grade 1	81	76	83
Grade 2	79	85	76
Grade 3	88	83	80
Grade 4	86	95	81
Grade 5	89	79	86
Grade 6	75	77	78
Total Enrollment	595	605	597

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. The Asian, Filipino, and American Indian populations have increasingly grown over the past few years; while the African American and Pacific Islander populations continually declined.

3. The kindergarten and fourth grade populations declined significantly; resulting in the dismantling of one kindergarten class this year and making it necessary to create a fourth/fifth grade combination class the next school year.

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		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	105	117	117	18.7%	17.6%	19.6%
Fluent English Proficient (FEP)	75	77	68	15.6%	12.6%	11.4%
Reclassified Fluent English Proficient (RFEP)				7.4%		

Conclusions based on this data:

1. English Learner enrollment has remained steady even though overall enrollment has declined, resulting in a higher percentage of English Learners.
2. Although the chart is incomplete, 10 students were reclassified based on their level 4 ELPAC achievement and CAASPP 2 score.
3. The percentage of English Learners at Stonebrae identified as fluent in English when they began their public schooling (IFEP) has decreased from 12.6% to 11.4%.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	92	89	82	90	85	79	90	85	79	97.8	95.5	96.3
Grade 4	90	83	92	89	78	88	89	78	88	98.9	94	95.7
Grade 5	91	85	79	87	78	76	87	78	76	95.6	91.8	96.2
Grade 6	80	73	74	80	68	73	80	68	73	100.0	93.2	98.6
All Grades	353	330	327	346	309	316	346	309	316	98.0	93.6	96.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2411.	2367.	2418.	18.89	10.59	17.72	26.67	18.82	30.38	21.11	21.18	29.11	33.33	49.41	22.78
Grade 4	2481.	2474.	2451.	37.08	28.21	20.45	22.47	25.64	22.73	10.11	16.67	20.45	30.34	29.49	36.36
Grade 5	2486.	2517.	2482.	22.99	28.21	11.84	26.44	30.77	32.89	21.84	19.23	17.11	28.74	21.79	38.16
Grade 6	2534.	2537.	2549.	20.00	25.00	27.40	32.50	30.88	31.51	22.50	22.06	17.81	25.00	22.06	23.29
All Grades	N/A	N/A	N/A	24.86	22.65	19.30	26.88	26.21	29.11	18.79	19.74	21.20	29.48	31.39	30.38

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	16.67	7.06	12.66	57.78	54.12	68.35	25.56	38.82	18.99
Grade 4	29.21	16.67	11.36	49.44	73.08	62.50	21.35	10.26	26.14
Grade 5	12.64	21.79	10.53	58.62	57.69	61.84	28.74	20.51	27.63
Grade 6	18.75	25.00	30.14	58.75	45.59	50.68	22.50	29.41	19.18
All Grades	19.36	17.15	15.82	56.07	57.93	61.08	24.57	24.92	23.10

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	8.89	7.06	8.86	63.33	36.47	64.56	27.78	56.47	26.58
Grade 4	19.10	17.95	7.95	49.44	57.69	64.77	31.46	24.36	27.27
Grade 5	22.99	29.49	10.53	50.57	53.85	64.47	26.44	16.67	25.00
Grade 6	25.00	16.18	17.81	47.50	58.82	60.27	27.50	25.00	21.92
All Grades	18.79	17.48	11.08	52.89	51.13	63.61	28.32	31.39	25.32

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	11.11	12.94	7.59	67.78	64.71	70.89	21.11	22.35	21.52
Grade 4	22.47	6.41	9.09	58.43	82.05	72.73	19.10	11.54	18.18
Grade 5	9.20	15.38	7.89	67.82	62.82	73.68	22.99	21.79	18.42
Grade 6	12.50	17.65	12.33	78.75	66.18	76.71	8.75	16.18	10.96
All Grades	13.87	12.94	9.18	67.92	68.93	73.42	18.21	18.12	17.41

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	22.22	15.29	8.86	52.22	54.12	67.09	25.56	30.59	24.05
Grade 4	28.09	19.23	20.45	55.06	66.67	65.91	16.85	14.10	13.64
Grade 5	13.79	24.36	18.42	68.97	57.69	65.79	17.24	17.95	15.79
Grade 6	20.00	30.88	23.29	67.50	58.82	61.64	12.50	10.29	15.07
All Grades	21.10	22.01	17.72	60.69	59.22	65.19	18.21	18.77	17.09

Conclusions based on this data:

1. Overall performance for all students improved slightly from 75% proficient to 77%.
2. Areas of strength: Grade 3 and Grade 6 students experienced significant gains in the percentage of students who exceeded or met standard.

3. Areas of concern: Grade 4 and Grade 5 students saw significant declines in the percentage of students who exceeded/met standard.

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.

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Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	92	89	82	90	88	78	90	88	78	97.8	98.9	95.1
Grade 4	90	83	92	89	79	91	89	79	91	98.9	95.2	98.9
Grade 5	91	85	79	87	82	74	87	82	74	95.6	96.5	93.7
Grade 6	80	73	74	80	70	72	80	70	72	100.0	95.9	97.3
All Grades	353	330	327	346	319	315	346	319	315	98.0	96.7	96.3

* 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2430.	2400.	2441.	16.67	12.50	20.51	34.44	26.14	29.49	21.11	20.45	30.77	27.78	40.91	19.23
Grade 4	2483.	2498.	2458.	26.97	30.38	15.38	26.97	29.11	28.57	22.47	25.32	26.37	23.60	15.19	29.67
Grade 5	2487.	2507.	2497.	16.09	25.61	18.92	22.99	15.85	16.22	28.74	32.93	31.08	32.18	25.61	33.78
Grade 6	2548.	2521.	2546.	31.25	22.86	34.72	21.25	24.29	13.89	21.25	22.86	26.39	26.25	30.00	25.00
Grade 11															
All Grades	N/A	N/A	N/A	22.54	22.57	21.90	26.59	23.82	22.54	23.41	25.39	28.57	27.46	28.21	26.98

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	25.56	18.18	26.92	48.89	44.32	57.69	25.56	37.50	15.38
Grade 4	31.46	30.38	16.48	41.57	50.63	49.45	26.97	18.99	34.07
Grade 5	20.69	26.83	20.27	40.23	45.12	45.95	39.08	28.05	33.78
Grade 6	35.00	27.14	37.50	32.50	42.86	36.11	32.50	30.00	26.39
Grade 11									
All Grades	28.03	25.39	24.76	41.04	45.77	47.62	30.92	28.84	27.62

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	21.11	11.36	24.36	50.00	51.14	56.41	28.89	37.50	19.23
Grade 4	25.84	22.78	13.19	50.56	54.43	56.04	23.60	22.78	30.77
Grade 5	14.94	19.51	16.22	55.17	53.66	58.11	29.89	26.83	25.68
Grade 6	22.50	22.86	19.44	51.25	44.29	47.22	26.25	32.86	33.33
All Grades	21.10	18.81	18.10	51.73	51.10	54.60	27.17	30.09	27.30

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	22.22	9.09	24.36	63.33	59.09	61.54	14.44	31.82	14.10
Grade 4	30.34	31.65	17.58	42.70	53.16	53.85	26.97	15.19	28.57
Grade 5	8.05	14.63	13.51	66.67	63.41	60.81	25.29	21.95	25.68
Grade 6	22.50	11.43	23.61	56.25	64.29	56.94	21.25	24.29	19.44
All Grades	20.81	16.61	19.68	57.23	59.87	58.10	21.97	23.51	22.22

Conclusions based on this data:

1. Overall, there was an increase in the number of students in third and sixth grades who exceeded expectations in math and decline in the number of students who were below the standard.
2. Overall, there was a decline in the number of students in fourth and fifth grades who exceeded expectations in math and an increase in the number of students who were below the standard.
3. About a third or more students in grades fourth, fifth, and sixth were below standard in all math areas; communicating reasoning, problem solving & modeling/data analysis, and concepts & procedures.

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://English Language Proficiency Assessments for California (ELPAC) web page) web page or the 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	1405.5	1438.9	*	1421.6	1447.3	*	1368.0	1418.8	10	23	17
1	1442.5	1462.5	1435.5	1442.6	1487.4	1440.3	1442.0	1436.8	1430.1	17	13	19
2	1450.7	1478.3	1471.5	1446.3	1467.9	1490.1	1454.5	1488.1	1452.5	17	15	15
3	1506.2	1437.1	1474.9	1519.0	1425.5	1478.8	1493.0	1448.3	1470.5	21	19	16
4	1511.3	1501.1	1481.2	1514.9	1499.9	1478.2	1507.0	1501.8	1483.8	12	17	25
5	1510.5	1498.9	1505.6	1503.1	1483.2	1498.9	1517.4	1514.3	1511.6	18	11	14
6	1531.8	1499.4	*	1529.9	1493.7	*	1533.5	1504.5	*	12	13	10
All Grades										107	111	116

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	13.04	17.65	*	47.83	47.06	*	17.39	29.41	*	21.74	5.88	*	23	17
1	0.00	7.69	5.26	35.29	53.85	42.11	47.06	30.77	26.32	17.65	7.69	26.32	17	13	19
2	5.88	13.33	0.00	29.41	53.33	60.00	35.29	20.00	33.33	29.41	13.33	6.67	17	15	15
3	23.81	5.26	12.50	23.81	10.53	31.25	42.86	31.58	18.75	9.52	52.63	37.50	21	19	16
4	16.67	11.76	8.00	41.67	47.06	28.00	16.67	29.41	28.00	25.00	11.76	36.00	12	17	25
5	27.78	27.27	14.29	22.22	18.18	28.57	27.78	18.18	35.71	22.22	36.36	21.43	18	11	14
6	16.67	15.38	*	58.33	30.77	*	16.67	38.46	*	8.33	15.38	*	12	13	*
All Grades	15.89	12.61	9.48	33.64	37.84	38.79	32.71	26.13	29.31	17.76	23.42	22.41	107	111	116

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	17.39	17.65	*	47.83	52.94	*	13.04	29.41	*	21.74	0.00	*	23	17
1	0.00	38.46	21.05	41.18	38.46	26.32	47.06	7.69	26.32	11.76	15.38	26.32	17	13	19
2	11.76	33.33	33.33	29.41	46.67	40.00	29.41	6.67	26.67	29.41	13.33	0.00	17	15	15
3	42.86	15.79	25.00	23.81	5.26	37.50	23.81	21.05	6.25	9.52	57.89	31.25	21	19	16
4	33.33	29.41	32.00	33.33	52.94	16.00	16.67	5.88	20.00	16.67	11.76	32.00	12	17	25
5	38.89	27.27	35.71	22.22	27.27	42.86	22.22	18.18	0.00	16.67	27.27	21.43	18	11	14
6	33.33	38.46	*	50.00	15.38	*	8.33	23.08	*	8.33	23.08	*	12	13	*
All Grades	28.04	27.03	28.45	31.78	34.23	35.34	25.23	13.51	18.10	14.95	25.23	18.10	107	111	116

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K		4.35	17.65		30.43	23.53		47.83	41.18		17.39	17.65		23	17
1		0.00	5.26		46.15	47.37		30.77	15.79		23.08	31.58		13	19
2		6.67	0.00		46.67	26.67		26.67	40.00		20.00	33.33		15	15
3		0.00	0.00		10.53	18.75		15.79	43.75		73.68	37.50		19	16
4		5.88	0.00		11.76	16.00		58.82	36.00		23.53	48.00		17	25
5		18.18	7.14		9.09	14.29		36.36	42.86		36.36	35.71		11	14
6	0.00	0.00	*	41.67	23.08	*	33.33	38.46	*	25.00	38.46	*	12	13	*
All Grades	7.48	4.50	4.31	28.97	25.23	23.28	30.84	36.94	37.93	32.71	33.33	34.48	107	111	116

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	17.39	17.65	*	60.87	76.47	*	21.74	5.88	*	23	17
1	11.76	46.15	22.22	88.24	53.85	61.11	0.00	0.00	16.67	17	13	18
2	11.76	33.33	40.00	70.59	60.00	53.33	17.65	6.67	6.67	17	15	15
3	28.57	10.53	25.00	47.62	36.84	56.25	23.81	52.63	18.75	21	19	16
4	33.33	29.41	16.00	58.33	64.71	44.00	8.33	5.88	40.00	12	17	25
5	16.67	9.09	7.14	55.56	45.45	64.29	27.78	45.45	28.57	18	11	14
6	16.67	7.69	*	75.00	53.85	*	8.33	38.46	*	12	13	*
All Grades	22.43	21.62	20.00	62.62	54.05	60.00	14.95	24.32	20.00	107	111	115

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	39.13	35.29	*	39.13	47.06	*	21.74	17.65	*	23	17
1	11.76	30.77	10.53	64.71	46.15	63.16	23.53	23.08	26.32	17	13	19
2	17.65	26.67	26.67	52.94	60.00	66.67	29.41	13.33	6.67	17	15	15
3	47.62	15.79	37.50	47.62	36.84	31.25	4.76	47.37	31.25	21	19	16
4	50.00	47.06	36.00	33.33	41.18	36.00	16.67	11.76	28.00	12	17	25
5	66.67	36.36	84.62	16.67	36.36	0.00	16.67	27.27	15.38	18	11	13
6	66.67	46.15	*	25.00	30.77	*	8.33	23.08	*	12	13	*
All Grades	40.19	34.23	40.00	42.06	41.44	40.00	17.76	24.32	20.00	107	111	115

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	0.00	5.88	*	69.57	82.35	*	30.43	11.76	*	23	17
1	23.53	7.69	5.26	29.41	76.92	57.89	47.06	15.38	36.84	17	13	19
2	11.76	6.67	0.00	52.94	80.00	46.67	35.29	13.33	53.33	17	15	15
3	9.52	0.00	0.00	42.86	31.58	37.50	47.62	68.42	62.50	21	19	16
4	16.67	5.88	0.00	41.67	52.94	52.00	41.67	41.18	48.00	12	17	25
5	11.11	18.18	14.29	55.56	45.45	50.00	33.33	36.36	35.71	18	11	14
6	8.33	7.69	*	33.33	30.77	*	58.33	61.54	*	12	13	*
All Grades	12.15	5.41	3.45	46.73	55.86	52.59	41.12	38.74	43.97	107	111	116

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	26.09	47.06	*	56.52	35.29	*	17.39	17.65	*	23	17
1	11.76	7.69	16.67	47.06	61.54	50.00	41.18	30.77	33.33	17	13	18
2	11.76	40.00	13.33	47.06	40.00	53.33	41.18	20.00	33.33	17	15	15
3	14.29	0.00	0.00	76.19	52.63	62.50	9.52	47.37	37.50	21	19	16
4	8.33	11.76	0.00	66.67	70.59	64.00	25.00	17.65	36.00	12	17	25
5	22.22	27.27	7.69	50.00	36.36	69.23	27.78	36.36	23.08	18	11	13
6	25.00	7.69	*	75.00	69.23	*	0.00	23.08	*	12	13	*
All Grades	19.63	17.12	13.16	55.14	55.86	57.89	25.23	27.03	28.95	107	111	114

Conclusions based on this data:

1. There was an insignificant number; fewer than 11, at sixth grade to receive data on the ELPAC.

2. Overall Language Performance revealed that students at Level 1 decreased in kindergarten, second, third, and fifth grades.
3. Writing support is needed for grades 3-6 students.

School and Student Performance Data

Student Population

The 2025 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.

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
605	54.4%	19.3%	0.2%
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.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	117	19.3%
Foster Youth	1	0.2%
Homeless	8	1.3%
Socioeconomically Disadvantaged	329	54.4%
Students with Disabilities	68	11.2%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	40	6.6%
American Indian	3	0.5%
Asian	144	23.8%
Filipino	29	4.8%
Hispanic	233	38.5%
Two or More Races	83	13.7%
Pacific Islander	8	1.3%
White	55	9.1%

Conclusions based on this data:

- Our highest student group is the Socioeconomically Disadvantage group at 54.4% and is more than half our student population.

2. Even though we have a Mandarin dual language program (e.g., Asian at 23.8%), our highest enrollment is our Latino/Hispanic subgroup at 38.5%. These two groups make up more than half of the student population.
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

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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.”



2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	Chronic Absenteeism Yellow	Suspension Rate Orange
Mathematics Yellow		
English Learner Progress Red		

Conclusions based on this data:

1. Maintained performance from previous year: ELA (on average, 8.9 points below standard, an increase of 0.4 points) and Math (on average, 13.7 points below standard, an increase of 1.7 points).
2. Improved performance from previous year: Chronic Absenteeism (declined to 19.4%).

3. Performance declined from previous year: English Learner Progress (percentage of ELs making progress declined to 41.3%), Suspension Rate (increased to 3.4%), and Science (on average, 51.9 points above standard, a decline of 3.4 points).

School and Student Performance Data

Academic Performance English Language Arts

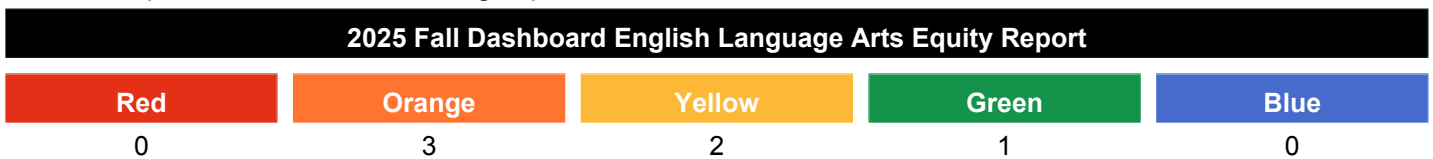
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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 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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>8.9 points below standard</p> <p>Maintained 0.4 points</p> <p>312 Students</p>	<p>English Learners</p> <p>Orange</p> <p>46.5 points below standard</p> <p>Declined 11.5 points</p> <p>91 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>35.7 points below standard</p> <p>Declined 9.9 points</p> <p>189 Students</p>

<p>Students with Disabilities</p>  <p>Yellow</p> <p>39.7 points below standard</p> <p>Increased 27.2 points</p> <p>47 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>34.6 points below standard</p> <p>Declined 4 points</p> <p>20 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>
<p>Asian</p>  <p>Yellow</p> <p>8.8 points above standard</p> <p>Maintained 2.8 points</p> <p>75 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>23.3 points above standard</p> <p>Declined 10.6 points</p> <p>15 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>43.1 points below standard</p> <p>Maintained 1.7 points</p> <p>122 Students</p>
<p>Two or More Races</p>  <p>Green</p> <p>21.5 points above standard</p> <p>Declined 26 points</p> <p>47 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>44.1 points above standard</p> <p>Increased 32.7 points</p> <p>25 Students</p>

Conclusions based on this data:

1. The following subgroups declined: The English Learners by 11.5 pts. in orange, African American by 4 pts. and there is no performance color, Filipino by 10.6 pts. with no performance color and Two or More Races by 26 with no performance color.
2. The following subgroups maintained: All students by 0.4 pts. and Hispanic by 1.7 pts. both in orange and Asian by 2.8 pts. in yellow.
3. Intervention and additional resource supports are needed to support the underperforming subgroups.

School and Student Performance Data

Academic Performance Mathematics

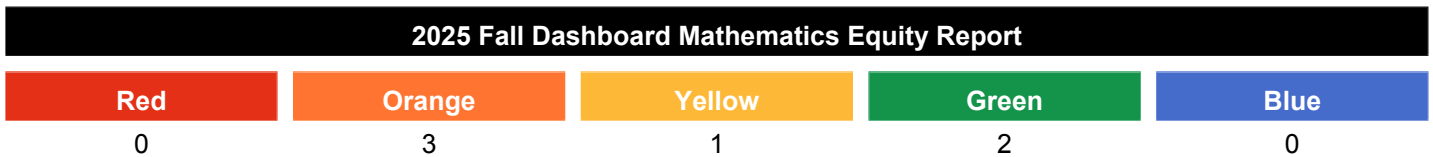
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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 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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p> Yellow</p> <p>13.7 points below standard</p> <p>Maintained 1.7 points</p> <p>309 Students</p>	<p>English Learners</p> <p> Orange</p> <p>47.6 points below standard</p> <p>Declined 17.2 points</p> <p>92 Students</p>	<p>Long-Term English Learners</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>
<p>Foster Youth</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>Homeless</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p>Socioeconomically Disadvantaged</p> <p> Orange</p> <p>39.6 points below standard</p> <p>Declined 5.2 points</p> <p>189 Students</p>

<p>Students with Disabilities</p>  <p>Yellow</p> <p>55 points below standard</p> <p>Increased 3.6 points</p> <p>46 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>26 points below standard</p> <p>Increased 26.6 points</p> <p>20 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>
<p>Asian</p>  <p>Green</p> <p>19.2 points above standard</p> <p>Maintained 1.5 points</p> <p>76 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>13.7 points above standard</p> <p>Maintained 1.2 points</p> <p>15 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>62.1 points below standard</p> <p>Declined 8.5 points</p> <p>119 Students</p>
<p>Two or More Races</p>  <p>Green</p> <p>24.6 points above standard</p> <p>Declined 13 points</p> <p>46 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>26.1 points above standard</p> <p>Increased 16 points</p> <p>26 Students</p>

Conclusions based on this data:

1. The following subgroups declined and are in Orange: English Learners by 17.2 pts., Sociallyeconomically Disadvantaged by 5.2 pts. and Hispanic by 8.5 pts.. The Two or More Races subgroup declined by 13 points and is in Green.
2. The following subgroups maintained: All Students by 1.7 pts. in yellow, Asian by 1.5 pts. in green, and Filipino by 1.2 pts. and no performance color.
3. The following subgroups increased: African American by 26.6 pts. with no performance color, White by 16 points with no performance color, and Students with Disabilities by 3.6 pts. in yellow.

School and Student Performance Data

Academic Performance Science

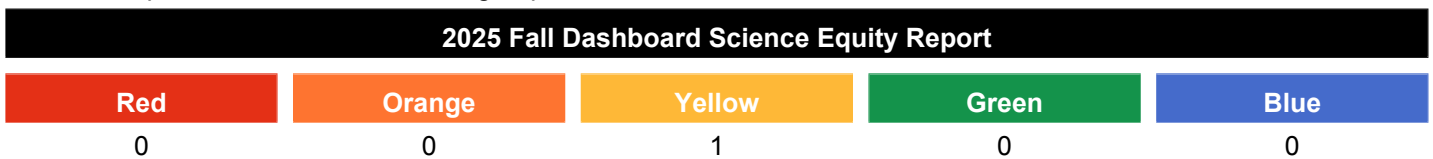
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The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California 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 a view of how well students are meeting grade-level standards on the Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>51.9 science points</p> <p>Declined 3.4 points</p> <p>77 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>47.9 science points</p> <p>Maintained 1.1 points</p> <p>22 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>46.7 science points</p> <p>Declined 3.9 points</p> <p>47 Students</p>

<p>Students with Disabilities</p> <p> No Performance Color</p> <p>48.5 science points</p> <p>17 Students</p>	<p>African American</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p>	<p>American Indian</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>
<p>Asian</p> <p> No Performance Color</p> <p>59.7 science points</p> <p>Increased 7.7 points</p> <p>16 Students</p>	<p>Filipino</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p>Hispanic</p> <p> No Performance Color</p> <p>43.5 science points</p> <p>Declined 7 points</p> <p>34 Students</p>
<p>Two or More Races</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p>	<p>Pacific Islander</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>White</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>8 Students</p>

Conclusions based on this data:

1. All Students declined by 3.4 points and are in Yellow. The Socially Economically Disadvantaged declined 3.9 points and is in Yellow while the Hispanic subgroup declined by 7 and has no performance color.
2. The only subgroup to increase is the Asian group. The Asian subgroup increased by 7.7 points and has no performance color.
3. The English Learner subgroup maintained by 1.1 points and has no performance color. All other subgroups show no performance color.

School and Student Performance Data



Academic Performance English Learner Progress

The 2025 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 a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress  Red 41.3 making progress. Number Students: 92 Students	Long-Term English Learner Progress  No Performance Color making progress. Number Students: 0 Students

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.

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level 14.8%	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H 42%	Maintained ELPI Level 4 0%	Progressed At Least One ELPI Level 43.2%

Conclusions based on this data:

1. 43.2% progressed at least one ELPI Level.
2. 14.8% decreased one ELPI Level and 42 % maintained the same ELPI Levels.
3. Fourth thru sixth grade students who scored a 4 on ELPAC and received a 2 or better on the CAASPP were reclassified as Fluent English Proficient.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2025 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.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students Yellow 19.4% Chronically Absent Declined 2.8 625 Students	English Learners Orange 17.4% Chronically Absent Maintained 0.1 138 Students	Long-Term English Learners No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Homeless No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Socioeconomically Disadvantaged Orange 23.9% Chronically Absent Declined 2.6 364 Students

<p>Students with Disabilities</p>  <p>Orange</p> <p>26.7% Chronically Absent</p> <p>Declined 4.7</p> <p>86 Students</p>	<p>African American</p>  <p>Orange</p> <p>29.3% Chronically Absent</p> <p>Declined 6.3</p> <p>41 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>
<p>Asian</p>  <p>Green</p> <p>8.8% Chronically Absent</p> <p>Declined 6</p> <p>147 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>13.8% Chronically Absent</p> <p>Declined 2</p> <p>29 Students</p>	<p>Hispanic</p>  <p>Red</p> <p>25.3% Chronically Absent</p> <p>Maintained -0.1</p> <p>241 Students</p>
<p>Two or More Races</p>  <p>Orange</p> <p>17.9% Chronically Absent</p> <p>Increased 2.7</p> <p>95 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>8 Students</p>	<p>White</p>  <p>Yellow</p> <p>18.3% Chronically Absent</p> <p>Declined 8.9</p> <p>60 Students</p>

Conclusions based on this data:

1. The Two or More Races subgroup increased by 2.7% and was in "Orange."
2. The English Learners subgroup maintained by .1% and was in "Orange" while the Hispanic subgroup maintained at -0.1% and was in "Red."
3. All other subgroups declined or no data was available because there were fewer than 11 students. The subgroups colors ranged from "Orange" to "No Color."

School and Student Performance Data

Conditions & Climate Suspension Rate

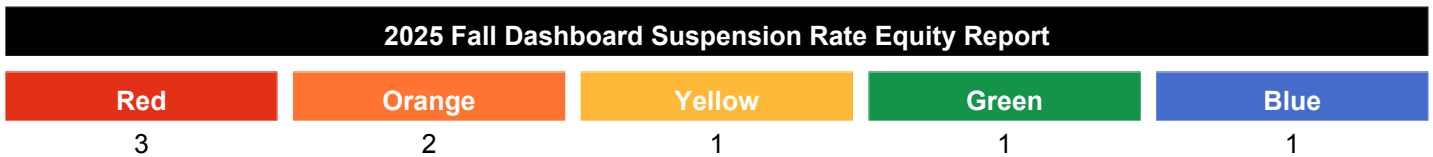
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>3.4% suspended at least one day</p> <p>Increased 1.1%</p> <p>639 Students</p>	<p>English Learners</p> <p>Orange</p> <p>4.3% suspended at least one day</p> <p>Increased 4.3%</p> <p>141 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>10 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>4.9% suspended at least one day</p> <p>Increased 2.6%</p> <p>371 Students</p>

<p>Students with Disabilities</p>  <p>Yellow</p> <p>5.8% suspended at least one day</p> <p>Declined 1%</p> <p>86 Students</p>	<p>African American</p>  <p>Red</p> <p>14.3% suspended at least one day</p> <p>Increased 7.5%</p> <p>42 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>
<p>Asian</p>  <p>Orange</p> <p>1.3% suspended at least one day</p> <p>Increased 0.7%</p> <p>152 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Declined 5.3%</p> <p>30 Students</p>	<p>Hispanic</p>  <p>Red</p> <p>4.8% suspended at least one day</p> <p>Increased 3.6%</p> <p>248 Students</p>
<p>Two or More Races</p>  <p>Green</p> <p>1.1% suspended at least one day</p> <p>Declined 1.1%</p> <p>95 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>8 Students</p>	<p>White</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Declined 5.9%</p> <p>60 Students</p>

Conclusions based on this data:

1. Increases in Suspension Rate: African American (increased 14.3%), Asian (0.7%), Socioeconomically Disadvantage (2.6%), Hispanic (3.6%) and English Learners (4.3%).
2. In "Orange" were the English Learners and Asian.
3. The following subgroups declined: Students with Disabilities subgroup (1%) in "Yellow", the Two or More Races (1.1%) in "Green", Filipino (5.3%) with no color, and White (5.9%) and was in "Blue."

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. Stonebrae's students will increase their performance on CAASPP ELA by 10 points. Currently, our students are scoring difference from standard - 8.9 points.

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 2025-2026 CAASPP assessments, Benchmark IAB assessments, ELPAC, and site formative assessments
- Data Analysis at SSC, staff 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 2025-2026 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 IXL 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 enrichment activities in English Language Arts, activity guides and homework support. 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, Foster, Homeless, 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), 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 - 8.9 points difference from standard	Increase overall difference from standard by 10 points to 1.1 points
Mandarin Language Assessments (K-6)	Stonebrae will continue to use Level Learning to assess Mandarin language development	Students make progress (3%) 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 IXL or HUSD provided APP as a supplement assessment for reading, speaking, and writing.</p> <p>Provide students with extra support and intervention.</p>	All Students	<p>4,375 Title I 2000-2999: Classified Personnel Salaries Para educator for small group intervention. (MTSS) 5,820 LCFF 2000-2999: Classified Personnel Salaries Para educator for small group intervention. (MTSS)</p> <p>LCFF None Specified</p> <p>LCFF None Specified</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>1,500 LCFF 4000-4999: Books And Supplies</p> <p>LCFF None Specified</p> <p>LCFF None Specified</p>
1.3			<p>Other None Specified</p> <p>None Specified None Specified</p>

Annual Review

SPSA Year Reviewed: 2025-26

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.

Teachers will use the collaborative time 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.

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.

YEP (Youth Enrichment Program) and the school will coordinate efforts with enrichment activities in Mathematics, activity guides and homework support.

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	13.7points below standard	8.7 points below standard

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	Teachers will use the 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. 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.	All students	LCFF None Specified LCFF None Specified 700 LCFF - Supplemental 4000-4999: Books And Supplies

Provide community engagement activities (Family Math Night) \$400		
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Annual Review

SPSA Year Reviewed: 2025-26

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.

Teachers used some of their collaboration time to plan with colleagues, but did not have multiple school-wide data talks around local or formative math assessments. There was not a focus on a 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.

While strategies aim for tailored, "equity task" instruction that leverages student identity, diverse backgrounds, and active learning, traditional budgeting remains driven by enrollment numbers, limiting access to equitable technology (e.g., SMARTBOARDS) AND "compliance activities" (e.g., testing administration), rather than flexible "innovation funds for personalized, small group tutoring or teacher training in equitable practices.

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.

The primary strategic change is the implementation of a more frequent school-wide mathematics data monitoring cycle. Specific activities include: Grade-Level Data Analysis: Teams will meet regularly to analyze common assessment data, allowing for immediate instructional pivots and the identification of students requiring Targeted Supplemental Support (Tier 2). Staff-at-Large Review: Periodic whole-staff meetings will be dedicated to reviewing school-wide trends to ensure consistency in instructional strategies across grade levels. Expanded Use of Data Tools: We will leverage the Illuminate data management system to track student growth objectives and visualize progress towards year-end proficiency goals.

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 55%.

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% YEP (Youth Enrichment Program) and the school will coordinate efforts with enrichment activities, activity guides and homework support.

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
Progress at least one ELPI Level	43.2% of English Learners progressed at least one ELPI Level.	At least 53.2% of English Learners progress at least one ELPI level

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	The General Ed Para will work with English Language Learners. Paraeducator will provide support to multilingual students in grades 1-3 and newcomers from all grades to support students with more targeted instruction. Provide materials and supplies for student and family engagement.	Multilingual learners (EL, EL newcomers, and DI)	38,460 Title I 2000-2999: Classified Personnel Salaries Para Educator Salary (MTSS) LCFF None Specified LCFF None Specified

			None Specified None Specified
			LCFF None Specified

Annual Review

SPSA Year Reviewed: 2025-26

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.

English Learner progress declined in 2025, with 43.2% of students progressing at least one ELPI level, down from 53.6% in 2024, and overall performance falling into the Red level, indicating a need for targeted supports.

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 was the use of a para educator to meet the needs of our EL students. However, the service was only available for the third trimester due to a staffing shortage. These students needed 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 had a 50% EL specialist at our site and the number of ELs has dropped. However, we received newcomers throughout the year, so we focused on the distinction between designated ELD and integrated ELD. There were 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 (VAPA) & STEAM

Deeper Learning -- Visual and Performing Arts/ STEAM: Elementary teachers will implement VAPA / STEAM activities (integrated or stand alone) on a theme 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 (HUSD) 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. Stonebrae continues to promote classroom, grade level and schoolwide STEAM projects. The HUSD will continue to promote the annual STEAM projects as well.

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 art and STEAM opportunities, including art and/or science integration, performing arts, and engineering.
YEP (Youth Enrichment Program) and the school will coordinate efforts with enrichment activities in visual 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.	Monthly arts integration activities implemented consistently in all classrooms Participate in Art projects outside the school such as Alameda County Fair Art Project.
STEAM in all grades	Various participation in grade levels and classes	Theme based projects throughout the year. Increase the district STEAM project participation.

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	Other None Specified

			Other None Specified
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	200 LCFF - Supplemental 4000-4999: Books And Supplies Other None Specified
4.3	Stonebrae will promote STEAM by hosting science and math nights for families. Stonebrae will also provide materials to support STEAM projects in classroom.	All Students	1000 LCFF - Supplemental 4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2025-26

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.

Teachers combined arts with other disciplines (e.g., ELA, science, math) to create more opportunities for engagement, particularly for students who may not find traditional curricular accessible.

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

The site invested time into collaborating around arts integration to ensure students were represented in the curriculum, so they would be more likely to participate and take ownership of their learning.

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.

The site will provide materials to promote schoolwide STEAM projects.

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 2026-2027 school year and improve the school climate by organized games for recess and enlisting the support of a (SEL) Counselor for 50% of the school year.

YEP (Youth Enrichment Program) and the school will coordinate efforts with enrichment activities in Social Emotional Learning.

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	7 individual students suspended in 2025 - 2026	Less than 7 students in 2026 - 2027

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 during the work hours.	All Students	None Specified None Specified None Specified None Specified None Specified None Specified

5.2	Staff will implement Circle Up strategies in the classroom and practice it regularly.	All students	None Specified None Specified
5.3	Stonebrae will continue with student leadership initiatives (e.g., Student Council) to increase student voice and engagement on campus.	All students	
5.4	Stonebrae will provide materials for lunchtime activities to support school climate and social emotional learning.	All students	200 LCFF 4000-4999: Books And Supplies None Specified None Specified
5.5	Stonebrae will implement HUSD Ally Week to increase student empathy/understanding/positive actions	All students	None Specified None Specified
5.6	Stonebrae will implement African-American programming to increase student connections to the campus	All African American students	None Specified None Specified LCFF None Specified
5.7	Stonebrae will implement PBIS Tier 1 and 2 program to increase student connections to campus	All students	100 LCFF - Supplemental 4000-4999: Books And Supplies
5.8	Stonebrae will hold LatinX, AAPI, and African American read-ins to increase community engagement and student feelings of belonging.	All students	600 LCFF - Supplemental 4000-4999: Books And Supplies
5.9	Stonebrae will implement organized play at recess to lessen playground conflicts and provide student leadership opportunities.	All students	LCFF None Specified
5.10	HUSD SEL counselor will implement social skills groups for students in need of Tier 2 social/emotional intervention.	Select students through teacher/self-referral	300 LCFF - Supplemental 4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2025-26

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 include community events to equitably represent the student population, but the number of referrals and suspensions increased.

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

In the absence of an SEL Counselor, there was limited support to provide SEL lessons inside the classroom, skills groups, and individual sessions. With the support of the Cost Specialist, the administration was able to provide temporary support to our most needy students.

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.

With the support and guidance of an SEL Counselor, the site will continue to support staff with tools and strategies to effectively implement SEL lessons in the classroom and 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.

YEP (Youth Enrichment Program) and the school will coordinate efforts with enrichment activities and events that support and increase parent participation.

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
We will use parent surveys, sign-in sheets, attendance at meetings, and volunteer applications as a measure to accomplish this goal.	We held more than 24 schoolwide events, workshops, and/or parent meetings in 2025 - 2026.	We will host no less than 24 schoolwide events, parent meetings, and/or workshops in 2026-2027.

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. Funds will be used to work with agencies that promote family engagement, health-related topics, and academics. We will support ELAC, AASAI, Coffee with the principal, SSC, and SBDM parent participation.	All Students	1000 Title 1: Parent Allocation Materials and supplies for family workshops and events; childcare and contracts for services None Specified None Specified None Specified

			None Specified
6.2	The staff and 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.	All Students	None Specified None Specified

Annual Review

SPSA Year Reviewed: 2025-26

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 2025-26, new school-wide events were initiated, Welcome Back to School Door Contest, Red Ribbon Week, Ruby Bridges Walk to School Day and History Essay Contest. The Mandarin classes attended the San Francisco Lunar New Year Parade and were awarded second place. Annual events like the Valentine Dance, Wax Museum, Science Night, Mandarin Showcase, Spring Concert and The Husky Playhouse production of the Little Mermaid were well attended. The Mandarin Program will be a "Special Feature" at the May board meeting. 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 through website updates, Coffee with the Principal, PTA, YEP and school leadership.

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).

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 3% in the 2026-2027 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 significant number of students who are chronically truant and we aim to decrease this number significantly next year. YEP (Youth Enrichment Program) and the school will coordinate efforts to increase on time attendance, as well as before school/afterschool supervision, homework support and preparedness.

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 83 students who are chronically truant at Stonebrae. 7.3% 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 63 students in 2026 - 2027.

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.	Students who are chronically truant	300 LCFF - Supplemental 4000-4999: Books And Supplies None Specified None Specified None Specified None Specified

Annual Review

SPSA Year Reviewed: 2025-26

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.

Attendance meetings were held in-person and/or virtually to discuss how the school site may support to improve students on time attendance. We provided before and after school care for our students in the staggered reading program at grades first thru third and breakfast to encourage on time attendance.

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. We plan to recognize student attendance monthly with certificates.

Goals, Strategies, & Proposed Expenditures

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

Goal 8

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

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
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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
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Annual Review

SPSA Year Reviewed: 2025-26

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.

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

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.

Goals, Strategies, & Proposed Expenditures

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

Goal 9

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

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
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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
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Annual Review

SPSA Year Reviewed: 2025-26

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.

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

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.

Goals, Strategies, & Proposed Expenditures

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

Goal 10

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

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
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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
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Annual Review

SPSA Year Reviewed: 2025-26

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.

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

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.

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	\$48,431.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$54,555.00
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	\$42,835.00

Subtotal of additional federal funds included for this school: \$42,835.00

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	\$7,520.00
LCFF - Supplemental	\$3,200.00
Title 1: Parent Allocation	\$1,000.00

Subtotal of state or local funds included for this school: \$11,720.00

Total of federal, state, and/or local funds for this school: \$54,555.00

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	10,338.00
Title I	54,334.00	11,499.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	7,520.00
LCFF - Supplemental	3,200.00
Title 1: Parent Allocation	1,000.00
Title I	42,835.00

Expenditures by Budget Reference

Budget Reference	Amount
2000-2999: Classified Personnel Salaries	48,655.00
4000-4999: Books And Supplies	4,900.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	LCFF	5,820.00
4000-4999: Books And Supplies	LCFF	1,700.00
4000-4999: Books And Supplies	LCFF - Supplemental	3,200.00
	Title 1: Parent Allocation	1,000.00
2000-2999: Classified Personnel Salaries	Title I	42,835.00

Expenditures by Goal

Goal Number	Total Expenditures
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Goal 1	11,695.00
Goal 2	700.00
Goal 3	38,460.00
Goal 4	1,200.00
Goal 5	1,200.00
Goal 6	1,000.00
Goal 7	300.00

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
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Nancy Wright	Parent or Community Member
Chris Reyes	Parent or Community Member
Leslie Tamondong	Parent or Community Member
Kristian Stovall	Parent or Community Member
Kelsey Hernandez	Parent or Community Member
Zarlasht Barakzoy	Other School Staff
Gisella Canterberry	Classroom Teacher
Prince Padania	Classroom Teacher
Grace You	Classroom Teacher
Tesha Holt	Principal

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

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on May 26, 2026.

Attested:



Principal, Tesha Holt on May 26, 2026



SSC Chairperson, Nancy Wright on May 26, 2026



ELAC Representative, Zarlisht Barakzoy on May 27, 2026

Instructions

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) 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.

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.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to EC Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

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

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

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

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
 - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. Use methods and instructional strategies that:
 - i. Strengthen the academic program in the school,
 - ii. Increase the amount and quality of learning time, and
 - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. Strategies to improve students' skills outside the academic subject areas;
 - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations (34 CFR)*, sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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