

Family Engagement

Handbook and Resource Guide



The Hayward Unified
School District
Vol. 4
2021-2022



The School Home Connection.

www.husd.k12.ca.us/parentuniversity

The Hayward Unified School District's mission is to draw from our communities rich diversity in order to create an engaging and equitable educational experience, delivered and supportive environment.



2021-2022 FAMILY ENGAGEMENT HANDBOOK AND RESOURCE GUIDE

The 2021-2022 Family Engagement Handbook and Resource Guide includes academic and family engagement calendars, organizational charts, health, and wellness resources and descriptions of parent leadership committees. This guide will help support Family Engagement Outreach and Equity Specialists and Parent Ambassadors with ensuring successful navigation of the Hayward Unified School District (HUSD) programs, committees, opportunities, and resources.





Message from the Superintendent

Dr. Matt Wayne

Welcome to the 2021-2022 school year. Parents are our most important partners in helping our Made in Hayward students achieve success. We are proud that our efforts to engage parents/guardians and provide family engagement specialists at each school have resulted in increased family participation. The Hayward Unified School District approaches everything we do through at community schools framework.

We celebrate diversity and want to partner with our families to make sure that our students' needs are met so they can be ready to learn and learn a lot in a joyful, safe environment. I appreciate your support and participation as we work together on our four strategic focus areas: deeper learning, relationship-centered schools, service excellence, and operational sustainability.

Thank you for playing a vital role in your child's education. Let's have a great year!

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Chapter One: Family Engagement Overview

Chapter One includes information about the district's family engagement programs and opportunities, including an overview of parent committees such as African American Student Achievement Initiative (AASAI), Parent Ambassadors and other parent leadership opportunities. The chapter also provides information about the Student and Parent Support Program (SPSP), district-level family engagement related programs, parent engagement board policies, LCAP goals and the research that drives the district's family engagement work.



BOARD GOALS

Board Priority 4.0: Engage students, families, staff and community to support student achievement and success.

Goal 4.1: Increase parent engagement as well as leadership capacity in students and parents to support positive outcomes for students.

LCAP PRIORITIES

Success Factor #1

Parents and Family members will have multiple opportunities to participate in authentic leadership roles that produce positive outcomes for student academic success, e.g., Parent Advisory Board, PQI site committee, Parent Ambassadors.

Success Factor #2

The Student and Parent Support Programs (SPSP) will create ongoing volunteer and leadership opportunities for parents and family members.

Success Factor #3

Parent Ambassadors will be well informed of SPSP programs and district initiatives/services and will actively promote program participation at their sites.

Success Factor #4

Parents and Family members will increase their level of engagement by 15% to participate in one or more Parent University programs: Family Classes, Family Nights, and other events.

CALIFORNIA STATE DASHBOARD

The California School Dashboard (Dashboard) is an online tool that shows how local educational agencies and schools are performing on the state and local indicators included in California's school accountability system. The Dashboard is a key part of major shifts in California K-12 schools, changes that have raised the bar for student learning, transformed testing and placed the focus on equity for all students.

The Dashboard provides information that schools can use to improve.

The Dashboard provides a quick overview, with additional detail available, about overall performance and student group performance on multiple measures of student success. This will assist in identifying strengths, weaknesses and areas in need of improvement for local educational agencies and schools.

For more information about HUSD's dashboard results visit www.caschooldashboard.org



DISTRICT AND SITE LEVEL PARENT COMMITTEES

DISTRICT LEVEL PARENT LEADERSHIP OPPORTUNITIES

➔ African American Student Achievement Initiative AASAI



The African American Student Achievement initiative (AASAI) is a Hayward Unified School District (HUSD) initiative that focuses on bringing about equitable, systemic, and transformative change

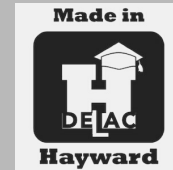
in teaching and learning to more effectively address the academic, social and emotional needs of its African American (AA) students and the families and communities that nurture and support them. AASAI District Parent Leadership Team (DPLT) consists of no less than two parent liaisons from each K-12 school site. For more information visit www.husd.us/AASAI

➔ Parent Ambassadors



The Parent Ambassador program helps increase the district's capacity to build a community of leaders that support outreach to parents and families, and refer and link youth and their families in HUSD to health services and other school site programs and resources. The Ambassadors are a representative body that act as a liaison between the district and the parent community with an overall goal of supporting the educational success of all students and promoting parent voice. For more information visit www.husd.k12.ca.us/parentambassadors

➔ District Language Advisory Committee (DELAC)



The purpose of the HUSD District English Learners Advisory Committee (DELAC) is to serve as a forum for parents of English Learners to advise

District leadership and provide recommendations to the HUSD Board of Trustees on decisions concerning programs, services, and policies for English Learners and their families. For more information about DELAC visit www.husd.us/delac

SCHOOL SITE PARENT LEADERSHIP OPPORTUNITIES



PTA/PTO

PTA - A Parent Teacher Association or Parent Teacher Student Association is a formal organization composed of parents, teachers, and students that is intended to facilitate parental participation in a school. In HUSD there are local PTAs/PTSAs formally affiliated with its state's PTA organization and the National PTA.

PTO - A local, independent parent group; in other words, any non-PTA group. Some HUSD schools have an active PTO versus a PTA. Please check with your school office for more information.



ELAC



The purpose of the English Learners Advisory Committee is to advise the principal and school staff on the needs, programs and

services for English Learners and on the development of the School Plan (SPSA) and budget as it pertains to English Language Learners.

Annual Requirements: Provide training for EL parents on the various components of the HUSD Master Plan for English Learners. Oversee the explanation, distribution, data collection, and data reporting pertaining to the annual ELAC Surveys.

Advise site leadership on ways to improve student attendance.



SBDM



at individual school sites had a vehicle for engaging in the decision-making that most affected their own sites.

Over the years, HUSD board and district leadership have affirmed the importance of SBDM as a means of exchanging ideas, data, and other information necessary for improving educational opportunities for HUSD students. For information about how parents can be a part of the schools SBDM visit the main office.

Site Based Decision Making (SBDM) was introduced to HUSD in 1996 as a strategy for ensuring that staff, parents, and students



School Site Council



The School Site Council serves as the school community representative body for determining the focus of the school's academic instructional program

and all related categorical resources. Parents can be elected as a committee member and provide ongoing monitoring of the implementation of the plan and budgets/expenditures.



STUDENT AND PARENT SUPPORT PROGRAMS OVERVIEW

The Student and Parent Support Programs drives a majority of the family engagement work for the Hayward Unified School District. The department includes after school programs, and COST Specialists and family engagement.

VISION

All students and families are resilient, embrace opportunities for success in their lives and take leadership in local and global communities.

MISSION

We collaborate with student and families to continuously create equitable holistic programs through family and community engagement, health and wellness, and expanded learning.

VALUES

Culture of Learning. We are learners who ground our work in community wisdom, data, and evidence-based practices.

Integrity. We base our everyday decisions and efforts on the needs of our students and community. We approach our work with open communication and accountability.

Diversity. We embrace our diverse community as part of our strength-based approach to foster resilience and create a culture of access and inclusion.

Efficacy. We make a difference and effect change through intentional collaboration.

Equity. We use just and inclusive practices focused on the needs of the community to foster positive social change.



**"THERE ARE NO FOREIGN LANDS. IT IS THE
TRAVELER ONLY WHO IS FOREIGN."**

ABOUT YEP



The mission of YEP is to use the resources, energy, and talents of the entire Hayward Community to provide enrichment activities for our youth to create a safe environment for children to interact and learn. Serving students is at the heart of the YEP mission and philosophy. As resources allow, the YEP will serve as many students possible.

ABOUT COST SPECIALIST

COST Specialist with the Coordination of Services Teams (COST) to help maximize and expand available resources at our schools and increase Hayward schools capacity to respond quickly and appropriately to a wide range of student needs. With their enhanced support, more students will be able to stay engaged in schools and ultimately graduate healthy and successfully.

ABOUT FAMILY ENGAGEMENT SPECIALIST

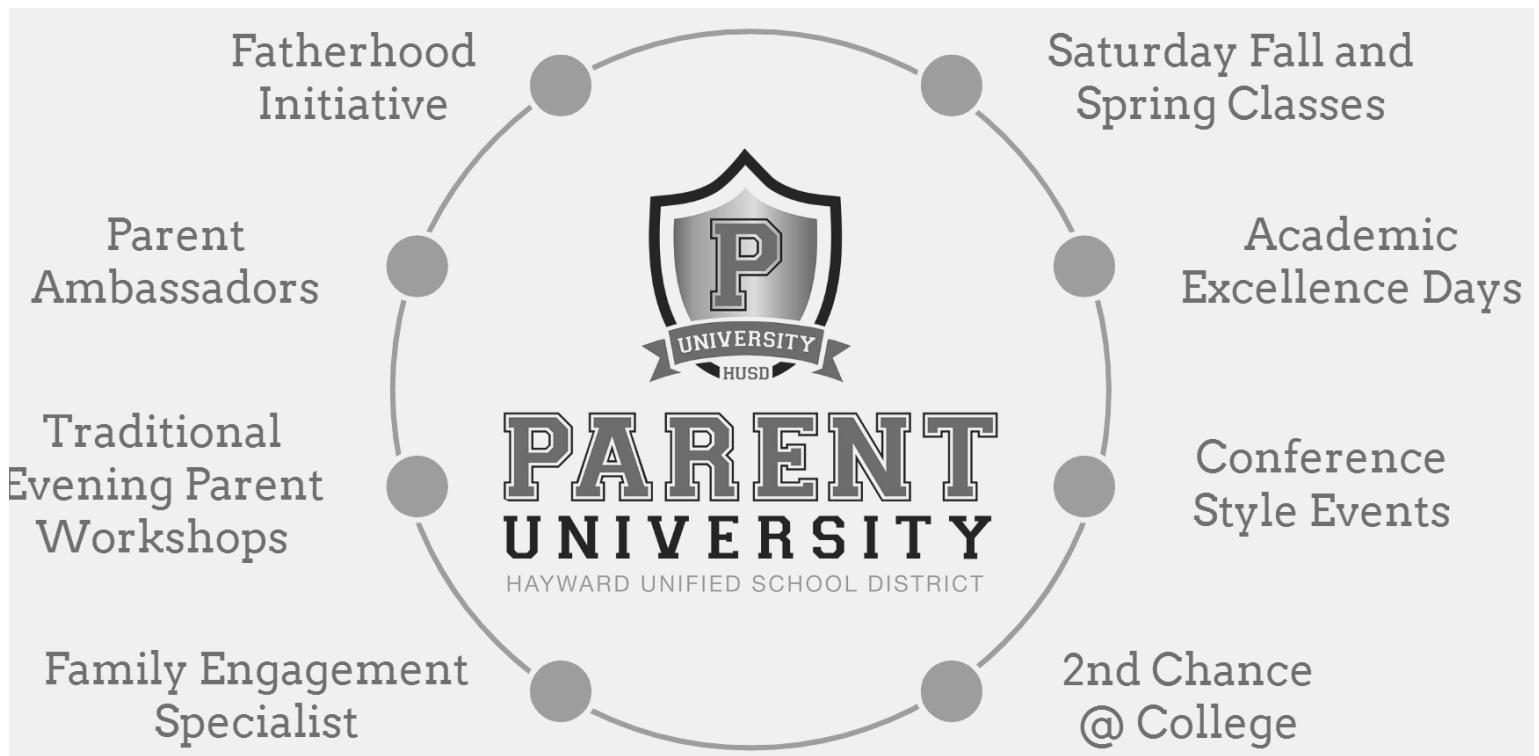
Family Engagement, Outreach & Equity Specialist position, also known as the Family Engagement Specialist (FES), work at least 15 hours at all 30 HUSD schools. A Family Engagement Specialist encourages and coordinates parent education and involvement in various District and school programs and other activities to ensure equity of opportunity and access.



Collective Impact for Student Success



HUSD'S PARENT UNIVERSITY MODEL



ACADEMIC EXCELLENCE DAYS

Academic Excellence Days brings families together for a one-time event to gain information and resources on topics such as art and technology, that will strengthen their understanding of district initiatives that promote student success. These are conference style events held annually.

Events include:

- Celebrating Arts in Our School and Community
- Family Technology Awareness Day and Science Fair

FALL AND SPRING FAMILY CLASSES

This research-based approach focuses on serving students and parents together through fun educational weekend activities, such as family algebra academy, creating drones and robots, and various forms of dance, from ballet to hip-hop. All activities are offered on Saturdays, making involvement easy for those with 9-to-5 jobs. Last year, more than 1,000 parents and their children attended the Saturday classes.

2ND CHANCE AT COLLEGE

The 2nd Chance at College program is supported by a grant through the Youth Enrichment Program (YEP). The program's goal is to provide parents and guardians of HUSD students with an opportunity to complete their college degree by offering a free Chabot College course and ongoing workshops provided by HUSD's Parent Engagement Staff. All classes and workshops are taught in English. Child care is provided. There is a \$25.00 registration fee associated with each class.

For more information about Parent University events and programs visit www.husd.us/parentuniversity

PARENT AMBASSADORS

▼ ABOUT PARENT AMBASSADORS

A "Parent Ambassador" is a parent or guardian of a Hayward Unified School District (HUSD) student who actively works to support their child's school and positively promotes HUSD programs, services, events, and activities to Hayward families and community members.



▼ PROGRAM GOALS

The HUSD Parent Ambassador Program seeks HUSD parents and guardians who are interested in stepping up for their community. The program provides parents and guardians with an exciting opportunity to develop leadership and advocacy skills while supporting parent and family engagement and the academic success of HUSD students.



▼ PROGRAM STRUCTURE

Ambassadors act as a liaison between the school district and the parent community, outreaching to HUSD parents and caregivers and helping link HUSD students and their families to school and community services, including health services. They also volunteer at school events and functions, such as Open House, Back to School Night, Parent University Events, field trips, tabling, etc.



▼ PARENT AMBASSADOR COMMITMENT

Role and Responsibilities of the Parent Ambassador:

- To work with staff, administration and parent in the school
- To lead and build capacity of other parents and guardians
- To implement and promote health access activities at school sites that link families to services
- To share parent engagement experiences at school sites, including successes and recommendations for improvement
- Attend Ambassador/leadership advocacy training and meetings
- Present at existing school site parent meetings to promote district initiatives, programs and services
- Be available five hours per month and provide service at the school site



APPLY

TO BE A HAYWARD UNIFIED SCHOOL DISTRICT PARENT AMBASSADOR

**Want to develop your leadership and advocacy skills?
Interested in supporting HUSD families at your child's school site?**

Parent Ambassadors will volunteer to:

- Attend** free leadership and advocacy training
- Link families** to school site resources and health services
- Bring parent voice** to the school district
- Plan and facilitate** parent meetings & workshops
- Support District initiatives** at the school site
- Lead and build capacity** of other parents

Parent Ambassadors need to:

- Be community-oriented** with a commitment to providing service to others
- Be a parent/guardian** of an HUSD student
- Be available** five hours per month at school site
- Attend** some evening and weekend trainings and meetings
- Communicate** orally and in writing with a diverse group of parents

FOR MORE INFORMATION or to apply please contact Denize Maldonado:

510-723-3875 x 34198 or dsanchez@husd.k12.ca.us or visit www.husd.us/parentambassadors



Made in
Hayward





APLIQUE

PARA SER UN PADRE EMBAJADOR DEL DISTRITO ESCOLAR UNIFICADO DE HAYWARD

**¿Quiere desarrollar sus habilidades de liderazgo y apoyo?
¿Está interesado en apoyar a familias de HUSD en la escuela de su niño?**

Los Padres Embajadores serán voluntarios para:

Asistir a entrenamientos gratis de liderazgo y apoyo
Poner a familias en contacto con recursos escolares
y servicios de salud
Traer la voz de los padres al distrito escolar
Planear y facilitar las juntas de padres y los talleres
Apoyar iniciativas del distrito en la escuela
Dirigir y fortalecer la capacidad de otros padres

Los Padres Embajadores deben:

Estar orientados a la comunidad con el compromiso
de ofrecer un servicio a los demás
Ser el padre/tutor legal de un estudiante HUSD
Estar disponibles cinco horas por mes en su escuela
Asistir a algunos entrenamientos y juntas por las
tardes y los fines de semana
Comunicarse oralmente y por escrito con un grupo
diverso de padres

PARA MAS INFORMACION O PARA APLICAR, por favor contactar a Denize Maldonado:
510-723-3875 x 34198 o dsanchez@husd.k12.ca.us o visita www.husd.us/parentambassadors



Hechos en
Hayward





About Parent Ambassadors

HUSD, in partnership with La Familia, provide HUSD parents and guardians with the opportunity to develop leadership and advocacy skills while supporting parent engagement and the academic success of HUSD students.

Our Goal

The Parent Ambassador program helps increase the district's capacity to build a community of leaders that support outreach to parents and families, and refer and link youth and their families in HUSD to health services and other school site programs and resources. The Ambassadors are a representative body that act as a liaison between the district and the parent community with an overall goal of supporting the educational success of all students and promoting parent voice.

"Trainings have helped me with my child at home."

— HEATHER REYES, PARENT
AMBASSADOR, EDEN GARDENS



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Hayward



www.husd.us/parentambassadors

510-723-3857 x 34198

Parent Resource Center Hub
24823 Soto Rd. Hayward, CA 94544



A PARTNERSHIP PROGRAM BETWEEN
HAYWARD UNIFIED SCHOOL DISTRICT
AND LA FAMILIA



*“We don’t need anyone to
GIVE us a voice.
We know we have voices.”*

— CAROLINE GIKANGA, PARENT
AMBASSADOR, LORIN EDEN

Program Structure

At least one Parent Ambassador will be selected to represent each K-12 school site. Parent Ambassadors will attend meetings and training based on a leadership curriculum where they will acquire skills focused on advocacy, leadership and capacity-building. The Parent Ambassadors will be supported by a program coordinator from La Familia in partnership with the HUSD parent engagement coordinator.

Parent Ambassador Commitment

Role & Responsibilities of the Parent Ambassador:

- To work with staff, administration and parents in the school
- To lead and build capacity of other parents and guardians
- To implement and promote health access activities at school sites that link families to services
- To share parent engagement experiences at school sites, including successes and recommendations for improvement
- Attend Ambassador leadership/ advocacy trainings and meetings
- Present at existing school site parent meetings to promote district initiatives, programs and services
- Be available five hours per month at school site

Parent Ambassadors must be:

- Community oriented with a commitment to providing service to others
- Be a parent/guardian of an HUSD student
- Be available five hours per month at school site
- Attend some evening and weekend trainings and meetings
 - Monthly meeting first Monday of the month
- Communicate orally and in writing with a diverse group of parents

Lead Parent Ambassadors

Five lead Ambassadors from the group will be selected and stipended to provide support for a cluster of six school sites. The Lead Ambassadors must be available fifteen hours per month to provide coaching and support to the Ambassadors in their cluster.

Monthly Meetings

Parent Ambassadors meet the first Monday of the month from 6:00 P.M. to 8:00 P.M. at the Parent Resource Center Hub. For more information regarding topics covered please visit: www.husd.us/parentambassadors

To sign up to become a Parent Ambassador

Visit www.husd.k12.ca.us/parentambassadors

*“Parent Leadership capacity
includes buy-in from district
leaders.”*

— PARENT AMBASSADOR

Staff Information

Denize Maldonado

Parent Ambassador Partnership Coordinator
La Familia Counseling Service
☎ 510.723.3857 x34193
✉ dsanchez@husd.k12.ca.us

Sabrina Aranda

Director
Hayward Promise Neighborhood
☎ 510-723-3857 x34159
✉ saranda@husd.k12.ca.us

Claudia P. Del Rio, MBA

Director of Community Outreach Services
La Familia
☎ 510.881.5921 x602
✉ cdelrio@lafamiliacounseling.org



FATHERHOOD INITIATIVE



▼ MILLION FATHER MARCH

The Million Father March is an opportunity for all men to show their commitment to the educational lives of their child(ren) on the first day of school and throughout the school year. Since the March began in 2004, fathers and other significant male caregivers across the country and around the world have been asked to take their child(ren) to their first day of school. The Million Father March is the beginning of a year-long commitment of men to their child(ren)'s educational success. Each year the Hayward Unified School District host a district-wide Million Father March. Each year the Hayward Unified School District encourages fathers to take their child(ren) to school. This year the event will take place on Friday, September 27, 2019. For more information about HUSD's march visit www.husd.us/MFM2019.



▼ CAFE DAD

In the fall of 2019 HUSD teamed up with First 5 of Alameda County and the FatherCorps program to train parent engagement staff on a initiative to engage fathers. Following that training staff started Cafe Dad a drop in conversational support group for fathers. Cafe Dad group takes place monthly in the evenings on the second Thursday.

▼ ABOUT THE FATHERHOOD INITIATIVE

Nine years ago the Hayward Unified School District started the initiative to intentionally involve fathers in schools through an event called the Million Father March. The Million Fathers March (MFM) is an opportunity for dads, uncles, grandfathers, coaches, mentors, clergy, men's groups and organizations to show their commitment to the educational lives of their children throughout the school year by escorting children to school on this day. Today the district has expanded resources and support to fathers and father figures through a number of workshops, events, and programs such as R3, Cafe Dad and week of the fathers. For more information about workshops, programs and events for fathers and father figures visit www.husd.us/fathers



▼ R3

The R3 Academy, a new, 12-week, evidence-based Responsible Fatherhood program rolling out across California and it's made it's way to Hayward. The R3 Academy is an innovative program, free to participants, that equips fathers for success in their three most important relationships—with their child, with their intimate partner and/or co-parent, and at work. The R3 Academy was developed by HRC, a nationally recognized Relationship Education organization, as part of a federal grant, they won in 2015 to support Healthy Marriage/Responsible Fatherhood programming. Over the past 12 years, HRC has won a succession of multi-million-dollar federal grants, enabling them to serve over 200,000 individuals in evidence-based Relationship Education curricula through local Partnering Organizations throughout California.

Family Engagement Research-Based Practices



The Hayward Unified School District uses research-based practices to guide the development of family engagement programming for the district. Using research by Dr. Karen Mapp and Dr. Joyce Epstein has helped increase family engagement participation rates, and it has helped create an inclusive and equitable approach to engaging families.

Dual Capacity Framework For Family School Partnerships - Dr. Karen Mapp



Karen L. Mapp, Ed.D., is a senior lecturer on education at the Harvard Graduate School of Education (HGSE) and the faculty director of the Education Policy and Management Master's Program. Over the past twenty years, Mapp's research and practice focus has been on the cultivation of partnerships among families, community members and educators that support student achievement and school improvement. She served as the co-coordinator with Professor Mark Warren of the Community Organizing and School Reform Research Project and as a core faculty member in the Doctorate in Educational Leadership (Ed.L.D.) program at HGSE. She is a founding member of the District Leaders Network on Family and Community Engagement, is a trustee of the Hyams Foundation in Boston, MA, and is on the board of the Institute for Educational Leadership (IEL) in Washington, D.C. From 2011 to 2013, Mapp served as a consultant on family engagement to the United States Department of Education in the Office of Innovation and Improvement. She currently serves as a consultant to the Family and Community Engagement (FACE) division of Scholastic, Inc..

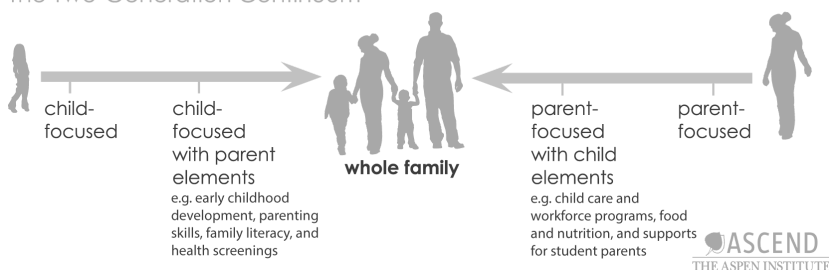
Epstein's Framework of Six Steps of Involvement - Dr. Joyce Epstein

Joyce L. Epstein is director of both the Center on School, Family, and Community Partnerships and the National Network of Partnership Schools, and a research professor of education and sociology at Johns Hopkins University. Her research focuses on how leadership at the district and school levels affects the quality of a school's programs on family and community involvement and on results for students. In all of her work, she is interested in the connections between research, policy and practice.



Two-Generations Approach (2Gen)

The Two-Generation Continuum



Two-generation approaches focus on creating opportunities for and addressing needs of both children and the adults in their lives together. The approach recognizes that families come in all different shapes and sizes and that families define themselves.

Whole-family approaches focus equally and intentionally on services and opportunities for the child and the adults in their lives. They articulate and track outcomes for both children and adults simultaneously.

Epstein's Framework of Six Types of Involvement
(Including: Sample Practices, Challenges, Redefinitions, and Expected Results)

TYPE 1 PARENTING Help all families establish home environments to support children as students.
Sample Practices
<ul style="list-style-type: none"> • Suggestions for home conditions that support learning at each grade level. • Workshops, videotapes, computerized phone messages on parenting and child rearing at each age and grade level. • Parent education and other courses or training for parents (e.g., GED, college credit, family literacy.) • Family support programs to assist families with health, nutrition, and other services. • Home visits at transition points to pre-school, elementary, middle, and high school. Neighborhood meetings to help families understand schools and to help schools understand families.
Challenges
<ul style="list-style-type: none"> • Provide information to <i>all</i> families who want it or who need it, not just to the few who can attend workshops or meetings at the school building. • Enable families to share information with schools about culture, background, children's talents and needs. • Make sure that all information for and from families is clear, usable, and linked to children's success in school.
Redefinitions
<ul style="list-style-type: none"> • <i>"Workshop" to mean more than a meeting about a topic held at the school building at a particular time. "Workshop" may also mean making information about a topic available in a variety of forms that can be viewed, heard, or read anywhere, any time, in varied forms.</i>
Results for Students
<ul style="list-style-type: none"> • Awareness of family supervision; respect for parents. • Positive personal qualities, habits, beliefs, and values, as taught by family. • Balance between time spent on chores, on other activities, and on homework. • Good or improved attendance. • Awareness of importance of school.
Results for Parents
<ul style="list-style-type: none"> • Understanding of and confidence about parenting, child and adolescent development, and changes in home conditions for learning as children proceed through school. • Awareness of own and others' challenges in parents. • Feeling of support from school and other parents.
Results for Teachers
<ul style="list-style-type: none"> • Understanding families' background, cultures, concerns, goals, needs, and views of their children. • Respect for families' strengths and efforts. • Understanding of student diversity. • Awareness of own skills to share information on child development.

Epstein's Framework of Six Types of Involvement
(Including: Sample Practices, Challenges, Redefinitions, and Expected Results)

TYPE 2 COMMUNICATING
Design effective forms of school-to-home and home-to-school communications about school programs and children's progress.
<p style="text-align: center;">Sample Practices</p> <ul style="list-style-type: none"> • Conferences with every parent at least once a year, with follow-ups as needed. • Language translators to assist families as needed. • Weekly or monthly folders of student work sent home for review and comments. • Parent/student pickup of report card, with conferences on improving grades. • Regular schedule of useful notices, memos, phone calls, newsletters, and other communications. • Clear information on choosing schools or courses, programs, and activities within schools. • Clear information on all school policies, programs, reforms, and transitions.
<p style="text-align: center;">Challenges</p> <ul style="list-style-type: none"> • Review the readability, clarity, form, and frequency of all memos, notices, and other print and nonprint communications. • Consider parents who do not speak English well, do not read well, or need large type. • Review the quality of major communications (newsletters, report cards, conference schedules, and so on). • Establish clear two-way channels for communications from home to school and from school to home.
<p style="text-align: center;">Redefinitions</p> <ul style="list-style-type: none"> • <i>"Communications about school programs and student progress" to mean two-way, three-way, and many-way channels of communication that connect schools, families, students, and the community.</i>
<p style="text-align: center;">Results for Students</p> <ul style="list-style-type: none"> • Awareness of own progress and of actions needed to maintain or improve grades. • Understanding of school policies on behavior, attendance, and other areas of student conduct. • Informed decisions about courses and programs. • Awareness of own role in partnerships, serving as courier and communicator.
<p style="text-align: center;">Results for Parents</p> <ul style="list-style-type: none"> • Understanding school programs and policies. • Monitoring and awareness of child's progress. • Responding effectively to students' problems. • Interactions with teachers and ease of communication with school and teachers.
<p style="text-align: center;">Results for Teachers</p> <ul style="list-style-type: none"> • Increased diversity and use of communications with families and awareness of own ability to communicate clearly • Appreciation for and use of parent network for communications. • Increased ability to elicit and understand family views on children's programs and progress.

Epstein's Framework of Six Types of Involvement
(Including: Sample Practices, Challenges, Redefinitions, and Expected Results)

TYPE 3 VOLUNTEERING Recruit and organize parent help and support.
<p style="text-align: center;">Sample Practices</p> <ul style="list-style-type: none"> • School and classroom volunteer program to help teachers, administrators, students, and other parents. • Parent room or family center for volunteer work, meetings, resources for families. • Annual postcard survey to identify all available talents, times, and locations of volunteers. • Class parent, telephone tree, or other structures to provide all families with needed information. • Parent patrols or other activities to aid safety and operation of school programs.
<p style="text-align: center;">Challenges</p> <ul style="list-style-type: none"> • Recruit volunteers widely so that <i>all</i> families know that their time and talents are welcome. • Make flexible schedules for volunteers, assemblies, and events to enable parents who work to participate. • Organize volunteer work; provide training; match time and talent with school, teacher, and student needs; and recognize efforts so that participants are productive.
<p style="text-align: center;">Redefinitions</p> <ul style="list-style-type: none"> • <i>"Volunteer" to mean anyone who supports school goals and children's learning or development in any way, at any place, and at any time -- not just during the school day and at the school building.</i>
<p style="text-align: center;">Results for Students</p> <ul style="list-style-type: none"> • Skill in communicating with adults. • Increased learning of skills that receive tutoring or targeted attention from volunteers. • Awareness of many skills, talents, occupations, and contributions of parent and other volunteers.
<p style="text-align: center;">Results for Parents</p> <ul style="list-style-type: none"> • Understanding teacher's job, increased comfort in school, and carry-over of school activities at home. • Self-confidence about ability to work in school and with children or to take steps to improve own education. • Awareness that families are welcome and valued at school. • Gains in specific skills of volunteer work.
<p style="text-align: center;">Results for Teachers</p> <ul style="list-style-type: none"> • Readiness to involve families in new ways, including those who do not volunteer at school. • Awareness of parents' talents and interests in school and children. • Greater individual attention to students, with help from volunteers.

Epstein's Framework of Six Types of Involvement
(Including: Sample Practices, Challenges, Redefinitions, and Expected Results)

TYPE 4 LEARNING AT HOME Provide information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions, and planning.
Sample Practices
<ul style="list-style-type: none"> • Information for families on skills required for students in all subjects at each grade. • Information on homework policies and how to monitor and discuss schoolwork at home. • Information on how to assist students to improve skills on various class and school assessments. • Regular schedule of homework that requires students to discuss and interact with families on what they are learning in class. • Calendars with activities for parents and students at home. • Family math, science, and reading activities at school. • Summer learning packets or activities. • Family participation in setting student goals each year and in planning for college or work.
Challenges
<ul style="list-style-type: none"> • Design and organize a regular schedule of interactive homework (e.g., weekly or bimonthly) that gives <i>students</i> responsibility for discussing important things they are learning and helps families stay aware of the content of their children's classwork. • Coordinate family linked homework activities, if students have several teachers. • Involve families and their children in all-important curriculum-related decisions.
Redefinitions
<ul style="list-style-type: none"> • <i>"Homework" to mean not only work done alone, but also interactive activities shared with others at home or in the community, linking schoolwork to real life.</i> • <i>"Help" at home to mean encouraging, listening, reacting, praising, guiding, monitoring, and discussing -- not "teaching" school subjects.</i>
Results for Students
<ul style="list-style-type: none"> • Gains in skills, abilities, and test scores linked to homework and classwork. • Homework completion. • Positive attitude toward schoolwork. • View of parents as more similar to teacher and of home as more similar to school. • Self-concept of ability as learner.
Results for Parents
<ul style="list-style-type: none"> • Know how to support, encourage, and help student at home each year. • Discussions of school, classwork, and homework. • Understanding of instructional program each year and of what child is learning in each subject. • Appreciation of teaching skills. • Awareness of child as a learner.
Results for Teachers
<ul style="list-style-type: none"> • Better design of homework assignments. • Respect for family time. • Recognition of equal helpfulness of single-parent, dual-income, and less formally educated families in motivating and reinforcing student learning. • Satisfaction with family involvement and support.

Epstein's Framework of Six Types of Involvement
(Including: Sample Practices, Challenges, Redefinitions, and Expected Results)

TYPE 5 DECISION MAKING Include parents in school decisions, developing parent leaders and representatives.
Sample Practices
<ul style="list-style-type: none"> • Active PTA/PTO or other parent organizations, advisory councils, or committees (e.g., curriculum, safety, personnel) for parent leadership and participation. • Independent advocacy groups to lobby and work for school reform and improvements. • District-level councils and committees for family and community involvement. • Information on school or local elections for school representatives. • Networks to link all families with parent representatives.
Challenges
<ul style="list-style-type: none"> • Include parent leaders from all racial, ethnic, socioeconomic, and other groups in the school. • Offer training to enable leaders to serve as representatives of other families, with input from and return of information to all parents. • Include students (along with parents) in decision-making groups.
Redefinitions
<ul style="list-style-type: none"> • <i>"Decision making" to mean a process of partnership, of shared views and actions toward shared goals, not just a power struggle between conflicting ideas.</i> • <i>Parent "leader" to mean a real representative, with opportunities and support to hear from and communicate with other families.</i>
Results for Students
<ul style="list-style-type: none"> • Awareness of representation of families in school decisions. • Understanding that student rights are protected. • Specific benefits linked to policies enacted by parent organizations and experienced by students.
Results for Parents
<ul style="list-style-type: none"> • Input into policies that affect child's education. • Feeling of ownership of school. • Awareness of parents' voices in school decisions. • Shared experiences and connections with other families. • Awareness of school, district, and state policies.
Results for Teachers
<ul style="list-style-type: none"> • Awareness of parent perspectives as a factor in policy development and decisions. • View of equal status of family representatives on committees and in leadership roles.

Epstein's Framework of Six Types of Involvement
(Including: Sample Practices, Challenges, Redefinitions, and Expected Results)

TYPE 6 COLLABORATING WITH COMMUNITY Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development.
Sample Practices
<ul style="list-style-type: none"> • Information for students and families on community health, cultural, recreational, social support, and other programs or services • Information on community activities that link to learning skills and talents, including summer programs for students. • Service integration through partnerships involving school; civic, counseling, cultural, health, recreation, and other agencies and organizations; and businesses. • Service to the community by students, families, and schools (e.g., recycling, art, music, drama, and other activities for seniors or others). • Participation of alumni in school programs for students.
Challenges
<ul style="list-style-type: none"> • Solve turf problems of responsibilities, funds, staff, and locations for collaborative activities. • Inform families of community programs for students, such as mentoring, tutoring, business partnerships. • Assure equity of opportunities for students and families to participate in community programs or to obtain services. • Match community contributions with school goals, integrate child and family services with education.
Redefinitions
<ul style="list-style-type: none"> • <i>"Community" to mean not only the neighborhoods where students' homes and schools are located but also any neighborhoods that influence their learning and development.</i> • <i>"Community" rated not only by low or high social or economic qualities, but by strengths and talents to support students, families, and schools.</i> • <i>"Community" means all who are interested in and affected by the quality of education, not just those with children in the schools.</i>
Results for Students
<ul style="list-style-type: none"> • Increased skills and talents through enriched curricular and extracurricular experiences. • Awareness of careers and of options for future education and work. • Specific benefits linked to programs, services, resources, and opportunities that connect students with community.
Results for Parents
<ul style="list-style-type: none"> • Knowledge and use of local resources by family and child to increase skills and talents or to obtain needed services • Interactions with other families in community activities. • Awareness of school's role in the community and of community's contributions to the school.
Results for Teachers
<ul style="list-style-type: none"> • Awareness of community resources to enrich curriculum and instruction. • Openness to and skill in using mentors, business partners, community volunteers, and others to assist students and augment teaching practices. • Knowledgeable, helpful referrals of children and families to needed services.

The Dual Capacity-Building Framework for Family-School Partnerships

(Version 2)



FAMILY ENGAGEMENT, OUTREACH, AND EQUITY SPECIALIST

GENERAL DESCRIPTION:

Encourage and coordinate parent education and involvement in various District and school programs and other activities to ensure equity of opportunity and access; perform liaison duties among staff, community resources and parents; refer families to local agencies or services as appropriate; utilize and update designated District communication and outreach portals and protocols.

EXAMPLES OF DUTIES:

ESSENTIAL DUTIES:

- Promote parent education and involvement in various District and school programs and other activities; provide information and materials to parents to assist them in utilizing community services and resources; refer families to local agencies or school services as appropriate
- Ensure that equity of opportunity and access to programs and services are attainable by all students and families
- Perform liaison duties among staff, community resources, agencies and parents; communicate with parents regarding student performance including attendance, behavior, academic achievement, health and medical problems as directed by supervisor(s)
- Collaborate as a member of a team composed of peers, other staff and community members
- Utilize and update designated District communication and outreach portals and protocols, such as websites, social media, telephone communications, to ensure accurate, timely, and consistent communication among all stakeholders and enhance opportunities for students and families
- Accompanied by an appropriate staff member, make home visits to engage or re-engage students and families to enhance student achievement; as appropriate, provide service to families in the form of guidance, advocacy, crisis intervention, and resource facilitation

- Unite outside organizations, schools and families; participate in community outreach such as community walks; contact community businesses to obtain donations and plan activities to enhance services for families
- Facilitate family participation in various activities that result in family empowerment and advocacy; identify and encourage recruitment of parent volunteers
- Conduct and/or coordinate parent training, activities and associated committees, including arranging training schedule, speakers, meeting sites and presentations; prepare and distribute related materials
- Assist in the formulation of educational goals and objectives utilizing the participation of parents, community members and school personnel
- Assist in compiling data for program evaluation, program design, and continual program improvement
- Represent the District at a variety of school and community meetings as directed
- Attend and participate in workshops and conferences as assigned

OTHER DUTIES:

- Perform related duties as assigned.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

- Community resource organizations including various federal, State and local agencies
- Organizational operations, policies and objectives
- Policies and objectives of school programs and activities
- Communication and outreach strategies and protocols, including public speaking techniques

ABILITY TO:

- Perform liaison duties among staff, community resources, agencies and parents
- Plan, organize and implement parent education and involvement activities and programs
- Communicate effectively both orally and in writing
- Utilize technology and a variety of media to leverage District outreach strategies and communicate efficiently

- Demonstrate effective interpersonal skills using tact, patience and courtesy to ensure a harmonious and environment and productive working relationships
- Learn, interpret, apply and explain policies, procedures, rules and regulations relative to work scope
- Analyze situations accurately and adopt effective course of action
Meet schedules and timelines
- Prepare and present oral presentations using a variety of media and to varied audiences
- Maintain accurate records and prepare reports
- Be flexible to perform work within changing priorities and flexible schedule, including nights and weekends
 - Work independently with little direction
 - Operate a computer and a variety of office and multimedia equipment
 - Perform a variety of clerical duties

GENERAL EMPLOYMENT POLICIES

Equal Opportunity Employer

HUSD, is an Equal Opportunity Employer. No employee or applicant shall be discriminated against because of actual or perceived race, creed, color, religion, national origin, alien status, citizenship status, marital status, age, gender, sexual orientation, veteran status, disability or other classification protected by law. The program does not tolerate any form of discrimination.

Employee Non-Discrimination / Anti-Harassment

Board Policy BP 4019.12(a) Personnel EMPLOYEE

NON-DISCRIMINATION/ANTI-HARASSMENT The Hayward Unified School District will provide programs, activities and work environments that are free from discrimination based upon a person's sex, perceived or actual sexual orientation, gender, and gender identity/expression, ethnic group identification, race, color, national origin, religion, age, marital status, and mental or physical disability, physical size or characteristics. Members of the school community will treat each other with dignity and mutual respect and accept the rich diversity that makes up the community. Disrespect among members of the school community is unacceptable behavior that threatens to disrupt the learning environment and damages self-esteem. Any school employee who observes, overhears or otherwise witnesses discrimination/harassment or to whom such discrimination/harassment is reported, must promptly report the incident to the principal, or in the case of harassment directed towards an employee, to the Assistant Superintendent of Human Resources. The Hayward Unified School District is legally required to investigate all complaints of discrimination and harassment, either formal or informal, verbal, visual, written or physical, and to discipline or take other appropriate action against any member of the school community who is found to have violated this policy.

Sexual Harassment

Sexual harassment is strictly prohibited by both federal and state law. Sexual harassment of employees, applicants or any others involved or affiliated with HUSD will not be tolerated. Sexual harassment is unwelcome sexual advances, requests for sexual favors or any other verbal or physical conduct of a sexual nature made either explicitly or implicitly, with an implication, either direct or indirect, as a condition of an individual's

employment such as hiring, evaluation, or promotion. Sexual harassment may also include any such described behavior that is pervasive and/or unreasonably interferes with an individual's work performance or creates an intimidating, hostile or offensive work environment.

Examples of sexual harassment include unwelcome sexual conduct such as:

- Verbal harassment (e.g., sexual requests, comments, jokes, slurs, innuendo);
- Physical harassment (e.g., physical contact); and/or
- Visual harassment (e.g., posters, cartoon or drawing of a sexual nature).

Each employee must treat others with respect, dignity, and professionalism. Sexual harassment will not be tolerated. Whether or not the offending employee meant to offend, or believed his or her comments or conduct were welcomed, is not significant. The district's policy is violated when another employee, whether recipients or mere observers, are in fact offended by described comments or conduct. This policy applies wherever a program-related function is taking place and also extends to vendors and others that employees are involved with in the course of their work.

Complaint Procedures

If an employee believes that any program employee, vendor, client, or other program contact has harassed he/she, the employee should immediately report the incident to their Parent Engagement Coordinator. If the Supervisor is involved in the reported conduct, or, for some reason the employee feels uncomfortable about making a report to the Supervisor, the employee should make the report to the Director of Student and Parent Support Programs. Any person who sees or hears about conduct that may constitute harassment under this policy should immediately contact the Coordinator or Director. Under the law, any person who makes a complaint of sexual harassment will not be retaliated against in any way relating to employment. Retaliation will not be tolerated. Should retaliation occur, it is to be reported immediately to the aforementioned personnel.

Investigation and Response

The program administration will investigate any reports/complaints or incidents and will take whatever corrective action is deemed necessary, including disciplining or discharging any individual who is believed to have violated these HUSD Policies and Procedures. The investigation will remain confidential to the extent that is practical and appropriate under the circumstances. All employees have a duty to cooperate in any investigation,

complaints, incidents, allegations of harassment etc. Failure to cooperate or deliberately providing false information during an investigation shall be grounds for disciplinary action, up to and including termination. A written response will be provided to appropriate parties as deemed necessary by Administration.

Confidentiality

Confidentiality must be maintained at all times to ensure the safety of our students, staff and families to the greatest extent possible. For example, Parents should be pulled aside to a private area to discuss concerns. Additionally information or incidents learned during family engagement forums should not be shared with a student or other families' and names explicitly used.

Reporting Suspicions of Child Abuse

As professionals entrusted with the care of children, all FES staff are mandated under law to immediately report any suspicion of child abuse to the designated authorities. Training in child abuse prevention and reporting requirements is required for all employees and will be provided by your Parent Engagement Coordinator. If you see any unexplained bruises, cuts, burns, etc. on a child, or if you witness or observe anything else that may suggest child abuse, you must immediately report your suspicions to the Coordinator or Director, who will assist you with reporting to CPS.

Mandated Reporter Child Abuse Reporting Procedures for Hayward Unified School District (Taken from HUSD Board Policy 5141.4)

October 2014

Mandated reporter informs site administrator of suspected abuse and files report immediately or as soon as practically possible AND in writing within 36 hours.

To file a report call Hayward Police Department's (HPD) non-emergency dispatch number, 510-293-7000. Depending on the jurisdiction in which the suspected abuse occurred, the mandated reporter may be instructed to call the Alameda County Sheriff, 510-667-7721. HPD dispatch, Alameda County Sheriff or CPS will contact SRO's as needed.

Except in special circumstances, mandated reporter shall fill out the "Suspected Child Abuse Report Form" shall be completed while the officer is onsite and given to the reporting officer to be included with the report. Note the name of the official contacted the date and time, any instruction or advice received. Fax report to 510-293-7124 (HPD) if necessary.

Referral to School site Coordination of Services Team made by reporter, as appropriate

****As an additional resource, please use your School Site Resource Officer (SRO) to consult. You can also call Children's Protective Services 24 Hour Hotline at 510-259- 1800 or Hayward Youth & Family Services Bureau at 510-293-7048 for a consultation.**

Mandated Reporter Child Abuse Reporting Procedures for Hayward Unified School District (Taken from HUSD Board Policy 5141.4) Communication with family

- If there is not a safety risk to staff or students, there are a variety of practices for communication, including contacting family/guardian before making the mandated report.
- If needed, designate a site contact and plan when and where the student will check-in with site contact
- Anticipate the need for additional counseling, make a referral to your site COST and work with onsite therapists if a need is more immediate.

Working with Community Partners/Service Providers in Hayward Unified

- EPSDT contract expects school-based clinicians to inform school site administrators when they file a report
- Maintain strict confidentiality with school site administration and staff

Reporting Suspected Illegal Activity

All staff members are also required to report any illegal activity – call City of Hayward main # (510)-293-7000 – or belief of such activity - occurring on school property or by HUSD employees. Every reasonable effort will be made to protect the privacy of persons who make reports and others who participate in any such investigations. However, under certain circumstances, HUSD may have to release names to law enforcement officers and/or the program's insurance carrier. There shall be no retaliation against any employee who, in good faith, reports suspected illegal activity, or who otherwise participates in an investigation of such activity, even if the report is found to be mistaken. If any employee feels that they are being subject to any form of retaliation, they should immediately discuss the situation with their immediate supervisor.

Substance Use

All use or possession of any illegal substance on school property or in any venue of the family engagement forums or reporting to work while under the influence of intoxicants or drugs is prohibited and will not be tolerated. The use, dealing or possession of any illegal substance would constitute grounds for recommendation for immediate dismissal. Smoking anywhere on school campuses, in district buildings or in the course of any HUSD or family engagement activity is not permitted. Any observed use or possession is to be reported directly and immediately to the Parent Engagement Coordinator. The failure to report such activity may also be cause for disciplinary action.

Professional Standards and Practices

Dress Code

As a representative of HUSD, you are expected to dress in a professional manner at all times while on duty as your appearance presents a positive public image.

- Personal hygiene habits, which are conducive to a pleasant, neat appearance, are one means by which personnel must help create a positive and professional image.
- All personnel must wear athletic or comfortable shoes during scheduled work hours. Sandals are prohibited and there is no bare feet allowed!
- If weather requires a sweatshirt, jacket, or coat, then badges must be worn in a visible manner.
- All forms of tube tops, short shorts, ripped jeans, leggings, gym clothes, open toed shoes, high heels, low cut or mid drift, sagging jeans, and extremely baggy or tight clothing **may not be worn during scheduled work hours**. T-shirts must be worn under or over tank tops. Appropriate undergarments should be worn during scheduled work hours.

Professional Standards

Our program upholds a professional, respectful work environment. Employees are expected to:

- Exhibit and practice courtesy, respect, positive customer service and professional judgment in dealing with all stakeholders (students, families, supervisors, colleagues, school administration and staff, community members, etc.);
- Maintain confidential information about all students, families or staff and do not discuss personal information about families or staff in front of others;

- Problem solve with families – involving the Operations Supervisor or Field Coordinator, if necessary – to ensure the students’ well-being and/or address families’ concerns.

Customer Service

Our families have a choice as to where their children go to school. It is our duty and responsibility to provide the very best customer service possible to all students and their families. All staff members are required to greet every child, every parent every day. Remember – parents trust us with their most valuable possession. Greet them with a smile and pleasant conversation.

Problem Resolution Procedures

At times, disagreements and issues may arise with another employee. All staff members are expected to work together to try to resolve disagreements in a positive, productive and direct manner. Staff members are encouraged to try to resolve problems directly with one another, and should not involve third parties (such as other staff members, students or families). Disagreements should not be discussed, and conflicts should not occur, in front of students or the community. If necessary, seek the support of the Parent Engagement Coordinator, Director of Student and Parent Support Programs or Principal. If you have a disagreement or concern with a student’s family, vendor or other individuals please inform your Parent Engagement Coordinator immediately.

Orientation

New staff will attend an initial orientation with the Parent Engagement Coordinator to review personnel policies, procedures and general information about the family engagement work in HUSD. All new staff members will receive the “Staff Handbook” and must return a signed copy of the Acknowledgement page that will be kept at the Student and Parent Support Programs office.

Staff Development

After hiring, it is extremely important for all staff members to have a thorough knowledge of their jobs. Staff will have opportunities to receive continual feedback and professional development. This begins with the orientation process and is furthered by a year-long staff development plan, **which includes mandatory professional development day.** Mandatory professional development day will be shared no less than a month in advance. All staff members should make arrangements to attend. All staff members are expected to take advantage of Professional Development

opportunities offered by the department in order to obtain the knowledge and skills needed to fulfill the essential job duties assigned.

Change of Personal Information

Employees are required to inform the Coordinator and the Student and Parent Support Programs office, in writing, of any changes to their phone number(s), address or the name/phone number of emergency contacts.

Staff Schedules

All Staff will be provided an opportunity to review and sign for their assigned weekly schedule. Schedules will be developed to meet the needs of HUSD families and will be assigned M-F between 7:30 A.M. and 5:00 PM. All FES are expected to be available on some evenings and weekends for events to meet the needs of the families.

Leaving off-site

All employees are required to notify and obtain authorization by the Parent Engagement Coordinator when needing to leave their site during work hours for personal or business related reasons.

Automated Educational Substitute Operator Frontline (formally known as AESOP) - Sick/ Absences

In case of illness or other circumstances where staff must be absent from the site, staff **are required to** enter that absence Frontline system in addition to contacting their school office and/or Principal. Communication of absences should take place at least four (4) hours before their scheduled shift. FES are not to leave their site during their scheduled shift time unless there is an emergency, in which case the Parent Engagement Coordinator and Principal must be notified prior to the staff members' departure. When entering a frontline absence, staff needs to select their school site/s and include relevant notes regarding the absence to Administration.

Personal Necessity Leave

1. Per HUSD policy, a maximum of ten (10) days of accumulated sick leave may be used in any calendar school year for Personal Necessity Leave.
2. Personal Necessity Leave shall be limited to circumstances that are serious in nature and that the staff member cannot reasonably be expected to disregard, or circumstances that necessitate immediate attention, and cannot be taken care of outside assigned work hours.

Vacations and Time Off



It is expected that vacations are taken during the breaks. When time off is necessary, a "Time Off Request" form must be completed and be pre-approved by your Parent Engagement Coordinator at least two weeks in advance. This form can be found on the HUSD website at www.husd.k12.ca.us. Upon approval, the employee is responsible for entering the absence into the AESOP System.

Please note: All time off requests are requests, and a request can be denied. Please take that into account when scheduling time off and making travel plans. Time off may not be granted during the **1st two weeks and last two weeks of the school year.**

Extended Absences

For absences of five consecutive days or more. Staff need to check in with their appropriate supervisor to ensure completion of appropriate forms and supporting documents.

Staff Attendance/Tardiness

Consistent attendance and punctuality are vital for the smooth operation of the program and are required by every staff member. Employees are expected to be at their place of work and ready to work at assigned times and to attend work regularly. In the event when a staff member will not be on time for their scheduled shift, they must notify the Parent Engagement Coordinator and Principal at the earliest time possible. Excessive absences or tardiness may result in disciplinary action, up to and including termination.

Time cards

Time cards are to be maintained daily and turned in to the Student and Parent Support Programs office. Time cards must be accurate and legible. Time cards which have been marked with white out, scratched out, or that are otherwise illegible will need to be redone prior to submission. Any intentional falsification of hours worked will be considered time-card fraud and is subject to disciplinary action, up to and including termination. Frontline confirmation reference code is required on the time card in the comment section.

Time Card Due dates:

White time card-1st of the month

Salmon time card-10th of every month

Pay Periods/Pay Process

Pay periods are monthly on the last business day of the month, and pay can be directly deposited into the employee's bank account. Contact your payroll technician for details.

Payroll Tech. Class. (L-Z)	510-784-2600	x72792
Payroll Tech. Class. (A-K)	510-784-2600	x72554
Payroll Tech. (ParaEd/Sub Teachers)	510-784-2600	x72723

Breaks

Every FES working more than six (6) hours per day shall be provided a non-paid, duty-free lunch break of thirty (30) minutes, which shall not be a part of the regular hours assigned. All full-time employees shall be provided a fifteen (15) minute duty-free break close to mid-morning and mid-afternoon, which shall be considered a part of regular hours worked. All four-hour through seven-hour positions shall include one fifteen (15) minute duty-free break.

Meeting Attendance

From time to time, staff may be required to attend certain trainings, meetings or events.

FES are expected to attend all monthly staff meetings and relay relevant information such as policies, procedures, and program wide updates to site level support staff.



FES are expected, when their schedule allows, to attend monthly staff meetings led by the Principal where they will provide site related updates and information. It is also expected that FES meet with their Principal monthly.

Communications

All Staff are expected to check their HUSD emails daily. E-mails that require a reply should be returned no more than 48 hours of the date the email was

sent.



Personal Cell Phone Usage

Personal Cell phone usage (either receiving or sending messages via email or text, social media) during scheduled hours should not be abused and should be used at a minimal. All phones should remain on silent/vibrate during the hours serving families.

Technology Use Procedure

All technology provided to HUSD employees is to be used for business purposes only. All technology is used for these purposes:

- Business communication between, staff, parents and stakeholders.
- Instructional- related research
- Instructional tool for teaching students
- Student use for homework research

Board Policy and the district's acceptable use of policy HUSD **AR6163.4 (6)**

Use of Program and School Property

Employees are expected to use program or school equipment, supplies or property, for the purposes of completing their family engagement work. When using a shared school day classroom or space, FES are not permitted to use classroom equipment and supplies unless given written permission with a signed Classroom Use Agreement form by the teacher and or staff. Personal use of said equipment, supplies, or property is prohibited, though employees may, from time-to-time, use the office phone for a necessary personal call.

Volunteers

Any individual or organization wishing to volunteer during the school day or after school program must have a cleared fingerprint and background check and badge from HUSD Human Resources Department. All volunteers must be approved by the Parent Engagement Coordinator and the School site Principal.

Volunteer Policy

All students are to be supervised by HUSD staff only. All Volunteers must follow HUSD board policies regarding student interactions.

Board Policy

Community Relations BP 1240

VOLUNTEER ASSISTANCE

The Governing Board recognizes that volunteer assistance in schools can enrich the educational program, increase supervision of students, and contribute to school safety while strengthening the schools' relationships with the community. The Board encourages parents/guardians and other members of the community to share their time, knowledge, and abilities with students.

The Superintendent or designee shall develop and implement a plan for recruiting, screening, and placing volunteers, including strategies for reaching underrepresented groups of parents/guardians and community members. He/she may also recruit community members to serve as mentors to students and/or make appropriate referrals to community organizations. The Board prohibits harassment of any volunteer on the basis of race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex, gender, gender identity, gender expression, age, sexual orientation, or military and veteran status.

As appropriate, the Superintendent or designee shall provide volunteers with information about school goals, programs, and practices and an orientation or other training related to their specific responsibilities. Employees who supervise volunteers shall ensure that volunteers are assigned meaningful responsibilities that utilize their skills and expertise and maximize their contribution to the educational program.

Volunteer work shall be limited to those projects that do not replace the normal duties of classified staff. The Board nevertheless encourages volunteers to work on short-term projects to the extent that they enhance the classroom or school, and comply with employee negotiated agreements. The Superintendent or designee shall establish procedures for determining the qualification, if any, required by law and administrative regulations for the types of duties they will perform.

Volunteers shall act in accordance with district policies, regulations, and school rules. The Superintendent or designee shall be responsible for investigating and resolving complaints regarding volunteers.

The Board encourages principals to develop a means for recognizing the contributions of each school's volunteers.

The Superintendent or designee shall periodically report to the Board regarding the district's volunteer assistance program.

Qualifications

Protocols and General School Procedures

Program Maintenance and Supplies

Each FES staff member is expected to make sure office spaces and/or parent centers are kept, clean, orderly and sanitary, at all times. Staff are required to leave school spaces in a neat and orderly condition at the end of every day. All materials, equipment and technology used by staff must be returned to their original locations, so there is no disruption to school activities the following day. The FES are expected to inspect all equipment and supplies used during the program on a daily basis to ensure that they are in safe working order. Any broken items that pose a danger to students or staff should be removed promptly. Additionally, damages to any school property, materials or equipment should be reported to the Parent Engagement Coordinator and Principal immediately.

Safety Protocols

Reporting Accidents and/or Injuries:

In the event an accident or injury should occur with a parent or student in the parent center space or at a family engagement activity or at any program-sponsored event a written Accident/Incident Report must be completed. Injuries or accidents may include but are not limited to: a bump, bruise, or other visible mark. For more serious wounds, such as a cut, possible sprain or fracture, a bump on the head, a blow to the stomach, or loosening of teeth, etc. the FES **must notify the Parent Engagement Coordinator.**



A parent or student should never ever go home with an injury known to staff without the coordinator or Principal being notified. Notifications of injuries should be immediate and occur on the same day of the incident. All Incident Report and/or a Head Injury form must be completed for all incidents. Incident reports are important legal documents and must be typed carefully and completely; hand written incident reports are not accepted by the district.

Families need to feel assured that staff are attentive, and feel calmed by matter-of-fact reporting of minor everyday occurrences. After all details on Accident/Incident report are recorded, the staff member who writes the report needs to sign the form. The form should be sent or emailed to risk management, the Parent Engagement Coordinator, and the Principal within

24 hours of the incident. **Families do not receive a copy of the incident report.**

Staff Injuries

Staff injuries must be reported to the Field Coordinator. Any staff member injured during working hours must contact the Schools Insurance Intake Nurse at 1-877-742-3467.

An incident report needs to be submitted to risk management and the Field Coordinator within 24 hours of the injury.

Administering First Aid to Students

For minor scrapes/bruises, wearing protective gloves, you should wash the area and apply a Band-Aid.



Serious Injury Procedures

In the event of a very serious injury, such as a potential broken bone, you should contact the Parent Engagement Coordinator, Principal and call 911.

Separation from Employment

Resignation

Employees who voluntarily resign are expected to give a minimum of (2) week's advance notice.

Employees should meet with the Parent Engagement Coordinator for an informal exit interview to discuss working as an FES and HUSD and provide any suggestions.

In the event of employee separation, staff are expected to return all HUSD property, including keys and badges, and provide passwords to equipment and programs on his/her last day.

PARENT AMBASSADORS

▼ ABOUT PARENT AMBASSADORS

A "Parent Ambassador" is a parent or guardian of a Hayward Unified School District (HUSD) student who actively works to support their child's school and positively promotes HUSD programs, services, events, and activities to Hayward families and community members.



▼ PROGRAM GOALS

The HUSD Parent Ambassador Program seeks HUSD parents and guardians who are interested in stepping up for their community. The program provides parents and guardians with an exciting opportunity to develop leadership and advocacy skills while supporting parent and family engagement and the academic success of HUSD students.



▼ PROGRAM STRUCTURE

Ambassadors act as a liaison between the school district and the parent community, outreaching to HUSD parents and caregivers and helping link HUSD students and their families to school and community services, including health services. They also volunteer at school events and functions, such as Open House, Back to School Night, Parent University Events, field trips, tabling, etc.



▼ PARENT AMBASSADOR COMMITMENT

Role and Responsibilities of the Parent Ambassador:

- To work with staff, administration and parent in the school
- To lead and build capacity of other parents and guardians
- To implement and promote health access activities at school sites that link families to services
- To share parent engagement experiences at school sites, including successes and recommendations for improvement
- Attend Ambassador/leadership advocacy training and meetings
- Present at existing school site parent meetings to promote district initiatives, programs and services
- Be available five hours per month and provide service at the school site

WHAT IS A PARENT AMBASSADOR?

A “Parent Ambassador” is a parent or guardian of a Hayward Unified School District (HUSD) student who actively works to support their child’s school and positively promote HUSD programs, services, events, and activities to Hayward families and community members.

The HUSD Parent Ambassador Program seeks HUSD parents and guardians who are interested in stepping up for their community. The program provides parents and guardians with an exciting opportunity to develop leadership and advocacy skills while supporting parent and family engagement and the academic success of HUSD students.

Ambassadors act as a liaison between the school district and the parent community, outreaching to HUSD parents and caregivers and helping link HUSD students and their families to school and community services, including health services. They also volunteer at school events and functions, such as Open House, Back to School Night, Parent University Events, field trips, tabling, etc.

Founded in 2015, over the last six years the program has grown from 26 initial volunteers to a total of 41 volunteers in 2021. Today, all 30 HUSD schools have at least one Parent Ambassador assigned to their site. HUSD currently partners with La Familia, a local nonprofit mental health and community support services agency, to connect HUSD families to health and wellness services as needed.

All Parent Ambassadors are required to go through an orientation and leadership training to inform them about the resources available to HUSD families and prepare them to be an effective advocate for their school site. Over the course of the year, they attend monthly program meetings and volunteer five hours per month at their site. An overview of responsibilities and expectations is provided below, along with information about how you can get involved:

PARENT AMBASSADOR VOLUNTEER JOB DESCRIPTION:

Parent Ambassadors must be:

- Community-oriented with a commitment to providing service to others
- A parent/guardian of an HUSD student
- Available five hours per month to volunteer at their school site
- Able to attend some evening and weekend training and meetings
 - Monthly meeting first Monday of the month
 - Two-weekend orientations
 - Leadership Ambassador Training
- Able to communicate effectively with a diverse group of parents

Role and Responsibilities of the Parent Ambassador:

- Attend Ambassador leadership/advocacy training and meetings
- Be present at existing school site parent meetings to promote district initiatives, programs, and services
- Be available five hours per month at the school site
- Help the school site’s Family Engagement, Outreach, and Equity Specialist (FEOES) promote parent education and involvement in various district and school programs and other activities
- Help connect the FEOES and other staff with outside organizations that may be beneficial for families
- Help recruit parents to attend parent workshops and school site activities
- Volunteer at school events and functions (Open House, Back to School Night, field trips, etc.)
- Work collaboratively with school staff such as the school site principal and FEOES
- Promote health access activities at the school sites that link families to services
- Share parent engagement experiences, including successes and recommendations for improvement

For more information and how to apply, visit <https://www.husd.us/parentambassadors>.



**PARENT
AMBASSADOR**



Parent Ambassador Confidentiality Agreement

Thank you for your interest in volunteering as a Hayward Unified School District (HUSD) Parent Ambassador. Volunteers provide a valuable service to our schools. HUSD and La Familia appreciate the time, talent, commitment, and energy given by all volunteers. Please see below for information regarding our commitment to privacy and confidentiality.

CONFIDENTIALITY AGREEMENT

The continued safety of our students and staff is a top priority for HUSD and La Familia, as is the protection of confidential student information and student images.

By spending time in the school(s) as a parent volunteer/Parent Ambassador, you may see and hear things about students' work, personal life, and behavior that need to remain confidential. Furthermore, you may, under limited circumstances, have access to personal contact information and images of students and/or parents.

U.S. congress has addressed the privacy-related concerns of educators, parents, and students and clients by ensuring the Family Educational Rights and Privacy Act ("FERPA") and Health Insurance Portability and Accountability Act of 1996 (HIPAA). Student and parent information and images may not appear or be discussed or shared in any form, including any type of social media, without a proper written consent.

I understand and agree that all information revealed to me in the course of my participation, as I work with students and families in my role as a Parent Ambassador, is strictly confidential. I agree not to discuss any information with non-staff members, unless required to do so by law.

I agree to hold all such information confidential, whether I gain this knowledge entirely or only partially, from my participation as a Parent Ambassador.

PRINT NAME

DATE

SIGNATURE



Acuerdo de Confidencialidad de Padres Embajadores

Gracias por su interés en ser voluntario como Padres Embajador en el Distrito Escolar Unificado de Hayward (HUSD). Los voluntarios brindan un valioso servicio a nuestras escuelas, y el distrito unificado de Hayward y La Familia aprecian el tiempo, el talento, y el compromiso y las energías proporcionadas por todos los voluntarios. Consulte la página siguiente para obtener información sobre nuestro compromiso con la privacidad y la confidencialidad.

ACUERDO DE CONFIDENCIALIDAD

La seguridad continua de nuestros estudiantes y personal es una prioridad para HUSD y La Familia, al igual que la protección de la información confidencial de los estudiantes y las imágenes de los alumnos.

Al pasar tiempo en la (s) escuela (s) como padre voluntario/padre embajador, puede ver y escuchar cosas sobre el trabajo, la vida personal y el comportamiento de los estudiantes que deben permanecer confidenciales. Además, es posible que, en circunstancias limitadas, tienen acceso a información de contacto o imágenes de los estudiante o de los padres.

El congreso de los EE. UU. Ha abordado las inquietudes relacionadas con la privacidad de educadores, padres, estudiantes y clientes al garantizar la Ley de Privacidad y Derechos Educativos de la Familia ("FERPA") y la Ley de Responsabilidad del Seguro Médico de 1996 (HIPAA). La información de estudiantes y los padres, y las imágenes no pueden aparecer ni discutirse de ninguna forma, incluyendo los tipos de medios sociales o compartirse sin el consentimiento por escrito.

Entiendo y acepto que toda la información que se me revele en el curso de mi participación, ya que trabajo con los estudiantes y las familias en mi papel de Padre Embajador, es estrictamente confidencial. Estoy de acuerdo en no discutir ninguna información con personas que no sean miembros del personal, a menos que la ley lo exija.

Estoy de acuerdo en mantener confidencial toda la información, ya sea que obtenga este conocimiento en su totalidad, o sólo parcialmente, de mi participación como Padre Embajador.

NOMBRE EN LETRA DE MOLDE

FECHA

FIRMA



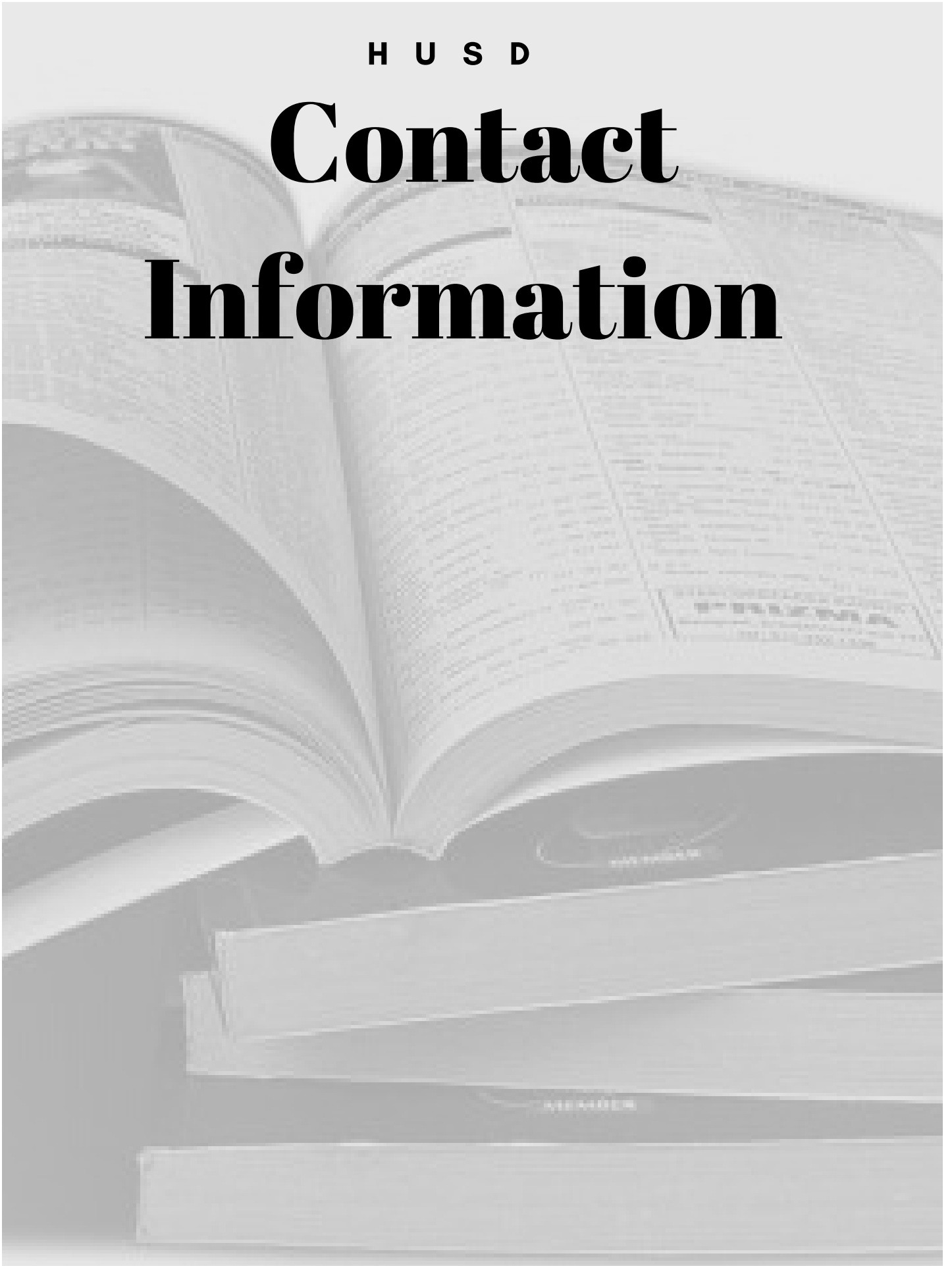
Chapter Two: HUSD Organizational Charts, Contact Information & Calendars

Chapter 2 includes organizational charts and a list of contact information for the various departments, managers, and partners. The chapter also includes calendars for programs, parent committees, board meetings and the HUSD academic school year.



H U S D

Contact Information





ELEMENTARY SCHOOLS



SCHOOL	NUMBER	FAX	PRINCIPAL	ASSISTANT PRINCIPAL / YIS	OFFICE MANAGER / ATTENDANCE CLERK	OFFC MGR. EXT.
BOWMAN * 520 Jefferson Street, 94544	723-3800	582-7178	Heidi Andrews		Azalia Gonzalez-Mendoza Cynthia Veloz-Montes	10103 10111
BURBANK 222 Burbank Street, 94541	723-3805	582-7142	Irma Torres-Fitzsimons	Natalie Valencia	Sue Morgan Sylvia Castillo	38103 38111
CHERRYLAND 456 Laurel Avenue, 94541	723-3810	582-7133	Frank Dardon (Interim)		Carmen Martin Correa Sarah Blackburn Lisa Gutierrez	64103 64111
EAST AVENUE * 2424 East Avenue, 94542	723-3815	781-6151	Peter Wilson		Christine Modifer Ana Barajas	13103 13111
EDEN GARDENS 2184 Thayer Avenue, 94545	723-3820	781-6157	Craig Mckinley	Yvette Beavers	Jill Strother Lisa Johnson	14103 14111
ELDRIDGE * 26825 Eldridge Avenue, 94544	723-3825	783-3922	Enrique Pin		Norinda Kelley Lillian Romero	15103 15111
FAIRVIEW 23515 Maud Avenue, 94541	723-3830	781-6134			Kathy Meares Josie Garcia	16103 16111
FAITH RINGGOLD (K-8) 1570 Ward Street, 94541	723-3865	781-6147	Gabriel Morales		Siobhan Isome	23103
GLASSBROOK 975 Schafer Road, 94544	723-3835	781-6172	Tatiana Peugeot	Wendy Gonzalez	Rocio Rivas Aloisiamua Veimau	17103 17111
HARDER 585 Willow Avenue, 94541	723-3840	733-0951	Cynthia Ortiz	Ana Delgado	Cristalina Pedraza Leah Pablo	12103 12111
LONGWOOD 850 Longwood Ave., 94541	723-3850	781-6138	Luis Garcia		Emelda Maylee Winfrey Andrea Schettini	20103 20111
LORIN EDEN 27790 Portsmouth Ave., 94545	723-3855	783-2839	David Hauptert		Natalie Key Kathy Gehr	21103 21111
PALMA CEIA 27679 Melbourne Ave., 94545	723-3870	783-2836	Lora Colyer		Ana Garcia Wendy Takata	 24111
PARK * 411 Larchmont Street, 94544	723-3875	781-6106	Lori Oldham	Terry Piper	Donna Johnson Denisse Aguilar	25103 25111
RUUS 28027 Dickens Ave., 94544	723-3885	783-2536	Soledad Padilla		Felicia Chapman Ashiyana Riaz	27103 27111
SCHAFER PARK 26268 Flamingo Ave., 94544	723-3895	781-6149	Rafael Flores, Jr.		Cristina Cisneros Gloria Romero	29103 29111
SOUTHGATE 26601 Calaroga Ave., 94545	723-3905	781-0840	Brian Mc Comb		Pam Sangiacomo Angelica Lopez	31103 31111
STONEBRAE 28761 Hayward Blvd, 94542	723-3910	733-1437	Lauren Matteis	Michael Ratkewicz	Sherry Burk Drielle Brown Gloria Romero	32103 32111
STROBRIDGE 21400 Bedford Dr. C.V. 94546	723-3915	582-8566	DiShawn Givens		Marisol Bravo Elen Gutierrez	33103 33111
TREEVIEW 30565 Treeview St., 94544	723-3925	489-1211	Guillermo Morales		Veronica Ramos Marlene Jackson	35103 35111
TYRRELL 27000 Tyrrell Avenue, 94544	723-3935	781-6113	Stacey Butler		Benjamin Mendoza Yimmy Cao	37103 37111



MIDDLE SCHOOLS

SCHOOL	NUMBER	FAX	PRINCIPAL	ASSISTANT PRINCIPAL	OFFICE MANAGER / ATTENDANCE CLERK	OFFC. MGR. EXT.
BRET HARTE 1047 'E' Street, 94541	723-3100	886-5926	Seana Condit-Gordon		Sarah Kolterman Diana Isiordia-Burgos	40103 40111
CESAR CHAVEZ 27845 Whitman Street, 94544	723-3110	538-8478	Wentworth Houston	Mariana Triviso	Fabiola Tellez	41103 41111
M.L. KING JR 26890 Holly Hill Ave., 94545	723-3120	781-6129	Alvaro Franco	Donna Knox	Becky Ridgeway Sandra Tejeda Patricia Gullette	42103 42111
OCHOA 2121 Depot Road, 94545	723-3130	786-0559	Makilia Andrews		Norma Pantoja Erica Boyd	43103 43111
WINTON 119 Winton Ave., 94544	723-3140	733-9043	Lisa Tess		Maria Teresa Ruiz-Negrete Semran Bajaj	44103 44111

HIGH SCHOOLS

SCHOOL	NUMBER	FAX	PRINCIPAL	ASSISTANT PRINCIPAL	OFFICE MANAGER / ATTENDANCE CLERK	OFFC. MGR. EXT.
BRENKWITZ 22100 Princeton St (A) 94541	723-3160	781-6118	Kwasi Reed		Reyna Sabio	60103 60111
HAYWARD HIGH 1633 East Avenue, 94541	723-3170	581-3145	David Seymour	Andrea Hayes Waylon Miller Miroslaba Lili Velo	Laura Parra Annamarie Lacombe Maria Salinas Sarah Blackburn	61103 61112
MT. EDEN 2300 Panama Street, 94545	723-3180	786-2269	Monique Walton	George Mitsopoulos Terrance Christianson William Wright Yolanda Minor	Raelynn Gatchell Jennifer Garcia Xylettamae Juvera Anna Winter	62103 62111
TENNYSON 27035 Whitman Street, 94544	723-3190	582-0964	Veronica Estrada	Randy Taylor Gabriela Esquiviz Amy Frey	Kathy Vigil Linda Blackburn (M-Z) Guadalupe Navarro	63103 63111 63113



Bus Passes / Fingerprinting / ID Badges (Volunteers Only)		EXT	RM
Free and Reduced Meal Applications (MAIN OFFICE)			
Debra Sparks	Office Specialist	34201	15
Mariela Rivera	Office Specialist	34102	15

Child Welfare & Attendance - Fax: (510) 781-6105		EXT	RM
Andrew Kevy	Director	34203	16A
Bianca Espinoza	Secretary	34207	31
Margaret Darrah	Office Specialist	34208	31
Ligia Mancia	Outreach Worker	34212	31
Elisa Cruz-Ramirez	Outreach Worker	34210	31
Fabiola Gutierrez	Outreach Worker	34205	30
Paulette Weekley	Outreach Worker	34206	30
Sandra Mallon	Behaviorist	34221	19
Jagdeep Nesbit	Behaviorist	34222	19
Chanel Pulido	Behaviorist	34223	19
Juli Caruso	Counselor	14104	
Miriam Reynaga	Counselor	13226	
Alexis Gibson	Counselor	72862	
Alejandra Herrera	Counselor	72855	

East Bay Agency for Children (CalFresh Food Stamps/Medical)		EXT	RM
(CalFresh Food Stamps/Medical/Co. Social Programs)			
Stephanie Drago	Program Coordinator	34117	15
Liliana Milan	Family Resource Specialist	34117	15

Enrollment Center		EXT	RM
Cheri Smith	Supervisor	34204	18
Flores, Cristal	Office Specialist	34215	18
Laurie Handy-Williams	Enrollment Technician	34213	18
Trisha Garcia	Enrollment Technician	34214	18
Anabel Delgadillo	Enrollment Technician	34217	17

Intervention and Prevention		EXT	RM
Randy Nakamura	Coordinator	34209	32

Student Placement (Suspend/Expul, Alt. Ed)		EXT	RM
Mat Clark	Director	34229	29
Joe Balderas	Secretary	34229	29
Kate Graves	Community Schools Coord.	34230	29
Hidie Reed	TOSA Specialist K-12 Climate	72801	29
Vickie Sargent	AOSA - SEL	34227	29
Andrea Wilson	Intervention Counselor	34231	11
Porfirio Madera	Intervention Counselor	34232	11

Student & Parent Support Programs (YEP)		EXT	RM
Brian White	Director	34190	25
Raynette Rizzo	Secretary	34189	26
Eliseo Aguilar-Prado	Office Specialist	34186	26
Vacant	Office Specialist	34188	26
Sub Desk		34192	26
Norma Dib	SPSP Operations Supervisor	34183	24
Sheila Als	SPSP Operations Supervisor	34737	24
Dean Terashtia	TSS I	34185	20
Anna Yuan	Budget Accountant	34196	27
Francisco Gallardo	AOSA, CCEIS		23

COST Coordination of Services Team (CISS Initiative)		EXT	RM
Yelitza Pena	COST, Coordinator	34200	28
Denita Taylor	COST Field Coordinator	34182	23
Vacant	Database Specialist		20
(YEP) Youth Enrichment Program (Elementary)			
Rina Serrano	YEP Coordinator, Elementary	34191	28
Sally Herrera-Espinosa	YEP Field Coordinator	34194	23
Saira Faris	YEP Operations Supervisor	34195	24
(YEP) Youth Enrichment Program (Secondary)			
Maya Hernandez	YEP Coordinator, Secondary	34197	28
Jessica Villa	YEP Operations Supervisor	34737	24
YEP (Tax ID 94-1693499)			

Nurses - Rooms 21, 22		FAX: (510) 582-8805	EXT	RM
Nicole St. Denis	Secretary		####	21
Jilla Azad	Nurse		####	21
Ginny Curtin	Nurse		####	21
Elise Jackson	Nurse		####	21
Marita Friedman	Nurse		####	21
Suneeta Sharma	Nurse (Special Ed)		####	21
Vacant	Nurse		####	22
Vacant	Nurse		####	22
Sandra Baptista	Nurse		####	22
Rachel Barron	Nurse		####	22
Exia Sikes	Nurse		####	22
Holly Oberg	Nurse		####	22
Madelene Mateo	Nurse			
May Cruz	Nurse			
Rochelle Stichen	Nurse			

Pre School (Special Ed)		EXT	RM
Vacant	Program Specialist	####	1B
Pearl Savarimuttu	Secretary	####	1B
Jeanie Kane	SDC Teacher	####	1
Terri Manlapaz	Paraeducator	####	1
Yvonne Silva Rodriguez	Paraeducator	####	1
Christina Diaz	Paraeducator	####	1
Rebecca Orabi	SDC Teacher	####	1A
Dana Chandler	Paraeducator	####	1A
Vacant	Paraeducator	####	1A
Leticia Guzman Meza	Paraeducator	####	1A
Anna Enguidanos	SDC Teacher	####	3
Josephine Choa	Paraeducator	####	3
Montserrat Marquez	Paraeducator	####	3
Claudia Sanchez	Speech/Language Pathologis	####	
Patricia Hermosillo	SDC Teacher	####	5
Maria Teresa Tan	Speech/Language Pathologis	####	5
Keri Rorvik	Psychologist	####	5
Stephanie Pang	RSP Teacher		P11
Violet Momanyi	Paraeducator		P11
Kristen Allison	Speech/Language Pathologis		P11
Sabine Jiao	Occupational Therapist		P11

Pre School (State)		EXT	RM
Laura Corbett	Pre School Teacher	####	2
Elisiane Hinostriza	CDA II	####	2
Maria Ruiz	Pre School Teacher	####	4
Thuy Nguyen	CDA II	####	4

Student & Parent Support		EXT	RM
(Family Engagement, Newcomer Services & HPN)			
Sabrina Aranda	Director	####	13
Vacant	Office Specialist		
Family Engagement		EXT	RM
Denize Sanchez	Community Outreach & Health Education Manager	####	27
Carol Rivera	Family Engag. Outreach & Equity Specialist	####	27
Leticia Martinez	Family Engag. Outreach & Equity Specialist	####	27

Newcomer Services		EXT	RM
Carolina Fortin	Newcomer Services Coord.	####	19
Sharon Flores	Family Engag. Outreach & Equity Specialist	####	19

HPN (Hayward Promise Neighborhood)		EXT	RM
Vacant	Coordinator	####	13
Deborah Wescott	Office Specialist	####	13
Victoria Giryavets	Assessment Technician	####	13

YMCA Head Start (Rooms 6, 7, P8 & P9)		EXT	RM
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Elementary Site Staff							Updated 11/10/21
Site	Title	Name	Phone Number	EXT.	Cell Number	Office	
Bowman	YEP Operations Supervisor	Yvette Gomez	(510) 723-3800	10219	(510) 935-1064	19	ygomez@husd.k12.ca.us
	YEP Site Coordinator						
	COST Specialist	Andrea Mejia Avina	(510) 723-3805	10222	510-826-6831	139	am528@husd.k12.ca.us
Burbank	YEP Operations Supervisor	Alex Padilla	(510) 723-3805	38245	510-935-1095		apadilla@husd.k12.ca.us
	YEP Site Coordinator	Samantha Huasia	(510) 723-3805	38402	510-935-1065		shausia@husd.k12.ca.us
	COST Specialist	Yadira Torres-HPN		27404	510-826-6787	16	ytorres@husd.k12.ca.us
Cherryland	YEP Operations Supervisor	Robin Johnson-Perez	(510) 723-3810	64220	(510) 935-1066	54	rj468@husd.k12.ca.us
	YEP Site Coordinator						
	COST Specialist	Corina Martinez		64517	510-826-6769	417	cm328@husd.k12.ca.us
East Avenue	YEP Site Coordinator	Sarita Jones	(510) 723-3815	13201	(510) 935-1067	18	sjones@husd.k12.ca.us
	COST Specialist	Andrea Mejia Avina		13147	510-826-6831	139	am528@husd.k12.ca.us
	YEP Site Coordinator	Ryan Brown	(510) 723-3820	14403	(510) 935-1068	YEP Room	rybrown@husd.k12.ca.us
Eden Gardens	COST Specialist	Alyssa Corsi	(510)723-3820	14220	510-826-6265		
	YEP Operations Supervisor	Jason Brown	(510) 723-3825	15207	(510) 935-1070	103	jason.brown@husd.k12.ca.us
	YEP Site Coordinator						
Eldridge	COST Specialist	Deanna Ochoa Thieme		15225	510-826-6756	407	dt319@husd.k12.ca.us
	YEP Operations Supervisor	Candace Walker	(510) 723-3830	16214	(510) 935-1072	14	cfelix@husd.k12.ca.us
	COST Specialist	Sheree Conway		16233	510-826-6762	33	shconway@husd.k12.ca.us
Faith Ringgold	YEP Site Coordinator		(510) 723-3865	22218	(510) 935-1073	5	
Glassbrook	YEP Operations Supervisor	Andrea De La Pena	(510) 723-3835	17220	510-935-1074	20	ad6611@husd.k12.ca.us
	YEP Site Coordinator						
	COST Specialist	Eduardo Herrera-HPN		17222	510-826-6805	22	eduardo.herrera@husd.k12.ca.us
Harder	YEP Operations Supervisor	Rosalba Aguilar	(510) 723-3840	12604	(510) 935-1075	K104	ra123@husd.k12.ca.us
	COST Specialist	Eduardo Herrera-HPN		17222	510-826-6805	22	eduardo.herrera@husd.k12.ca.us
	YEP Operations Supervisor	Eric Jackson	(510) 723-3850	20403/20232	(510) 935-1076	36	erjackson@husd.k12.ca.us
Longwood	COST Specialist	Alyssa Corsi		14220	510-826-6265	20	
	YEP Site Coordinator	Leticia Quintanilla	(510) 723-3855	21218	(510) 935-1077	16	lquintanilla@husd.k12.ca.us
	COST Specialist	Heather Reyes		37222	510-826-6807	K8	hr591@husd.k12.ca.us
Lorin Eden	YEP Operations Supervisor	Jaime Duenas	(510) 723-3870	24229	(510) 935-1078	7	jduenas@husd.k12.ca.us
	COST Specialist	Vacant		33402	510-826-6871	Parent Center	
	YEP Operations Supervisor	Buick Tuua Jr.	(510) 723-3875	25239	(510) 935-1079	36	bt387@husd.k12.ca.us
Park	YEP Site Coordinator	Ariel Fields					af367@husd.k12.ca.us
	COST Specialist	Deanna Ochoa Thieme		15225	510-826-6756	12	dt319@husd.k12.ca.us
	YEP Operations Supervisor	Elizabeth Cienega	(510) 723-3885	27219	(510) 935-1085	19	ec113@husd.k12.ca.us
Ruus	YEP Site Coordinator						
	COST Specialist	Yadira Torres		27404	510-826-6787	16	ytorres@husd.k12.ca.us
	YEP Operations Supervisor	Micaela Navarro	(510) 723-3895	29219	(510) 935-1086	19	mn237@husd.k12.ca.us
Schafer Park	COST Specialist	Darryl Jones		31122	510-826-6859	Front Office	dj926@husd.k12.ca.us
	YEP Site Coordinator	Erin Wolf-Ruiz	(510) 723-3905	31242	(510) 935-1087	42	emorgado@husd.k12.ca.us
	COST Specialist	Darryl Jones		31122	510-826-6859	Front Office	dj926@husd.k12.ca.us
Southgate	YEP Operations Supervisor	Raymond Marinelli	(510) 723-3910	32411	(510) 935-1088	Media	rm295@husd.k12.ca.us
	YEP Site Coordinator		(510) 723-3805	38402	510-935-1065		
	COST Specialist	Sheree Conway		16233	510-826-6762	33	shconway@husd.k12.ca.us
Stonebrae	YEP Site Coordinator	Odalys Cortes	(510) 723-3915	33223	(510) 935-1089	33	oc851@husd.k12.ca.us
	COST Specialist	Vacant		33402	510-826-6871	Parent Center	
	YEP Site Coordinator						
Strobridge	YEP Operations Supervisor	Cherise Morris	(510) 723-3925	35210	(510) 935-1100	10	cmorris@husd.k12.ca.us
	COST Specialist	Corina Martinez		64517	510-826-6769	417	cm328@husd.k12.ca.us
	YEP Operations Supervisor	Stephanie Navarro	(510) 723-3935	37214	(510) 935-1101	B16	ssnavarro@husd.k12.ca.us
Tyrrell	COST Specialist	Heather Reyes		37222	510-826-6807	K8	hr591@husd.k12.ca.us
Middle School Site Staff							
Site	Title	Name		EXT.	Cell Number	Office	
Bret Harte	Operations Supervisor	Imani Alexander	(510) 723-3100	40219	(510) 935-1092	22	ialexander@husd.k12.ca.us
	COST Specialist	Vacant			510-826-6785		
	YEP Operations Supervisor	Estrella Sotelo	(510) 723-3110	41201	(510) 935-1104	1	es913@husd.k12.ca.us
Cesar Chavez	YEP Site Coordinator	Melanie Barcia					mb2115@husd.k12.ca.us
	COST Specialist	Nicole Sandoval	510-723-3110	41217	510-826-6825	18	ns484@husd.k12.ca.us
	YEP Operations Supervisor	Vannary Jim	(510) 723-3120	42223	(510) 935-1105	23	v430@husd.k12.ca.us
Martin Luther King, Jr.	COST Specialist	Adilene Martinez			510-826-6803		am1158@husd.k12.ca.us
	YEP Operations Supervisor	Ryan Edmonson	(510) 723-3130	43129	(510) 935-1102	M3	re2216@husd.k12.ca.us
	YEP Site Coordinator						
Ochoa	COST Specialist	Adilene Martinez			510-826-6803		am1158@husd.k12.ca.us
	YEP Operations Supervisor	Luis Diaz	(510) 723-3140	44230	(510) 935-1106	29	ld247@husd.k12.ca.us
	YEP Site Coordinator					29	
Winton	COST Specialist	Vacant			510-826-6785		
High School Site Staff							
Site	Title	Name		EXT.	Cell Number	Office	
Hayward	YEP Site Coordinator	Sandra Marquez (Sub)	(510) 723-3170	61261	(510) 935-1107	F8	sm914@husd.k12.ca.us
	YEP Site Coordinator	Khadijah AbdulHaQQ					kabdulhaqq@husd.k12.ca.us
	COST Specialist	Shannan Carpenter		13147	510-826-6825	139	sc413@husd.k12.ca.us
Mt. Eden	YEP Site Coordinator	Sarah Murphy	(510) 723-3180	62285	(510) 935-1108	M4	skling@husd.k12.ca.us
	COST Specialist	Angela Cota					ac1083@husd.k12.ca.us
	YEP Site Coordinator	Melanie Barcia (SUB)	(510) 723-3190	63105	(510) 935-1109	Counseling	mb2115@husd.k12.ca.us
Tennyson	COST Specialist	Tiffany White-HPN	4594466	63555	510-826-6845	Main Office	tw8415@husd.k12.ca.us
HUB Staff							
Site	Title	Name	Phone Number	EXT.	Cell Number	Office	
HUB	Director II, SPSP	Brian White		34190		25	bwhite@husd.k12.ca.us
	Coordinator, BASP (Elementary)	Rina Serrano		34191	510-935-1091	28	rserrano@husd.k12.ca.us
	Coordinator, BASP (Middle/High)	Maya Hernandez		34197	510-935-1097	28	alhernandez@husd.k12.ca.us

Coordinator, COST	Yelitza Pena	34200	510-826-6782	28	ypena@husd.k12.ca.us
Field Coordinator	Sally Espinosa-Herrera	34194	510-935-1094	23	sespinosa@husd.k12.ca.us
Field Coordinator	Denita Taylor	34182	510-363-0870	23	detaylor@husd.k12.ca.us
Operations Supervisor	Norma Dib	34183	510-935-1096	24	ndib@husd.k12.ca.us
Technology Support Specialist	Dean Terashita	34185	510-935-1081	20	dterashita@husd.k12.ca.us
Accountant 1	Anna Yuan	34196	510-826-6811	27	ay229@husd.k12.ca.us
YEP Operations Supervisor HUB	Jessica Villa	34158	510-935-1093	24	jv613@husd.k12.ca.us
YEP Operations Supervisor HUB	Saira Faris	34195	510-935-1084	24	sf210@husd.k12.ca.us
YEP Operations Supervisor HUB	Sheila Als	34737	510-935-1099	24	sals@husd.k12.ca.us
Secretary	Raynette (Ray) Rizzo	34189	510-935-1082	26	rr2812@husd.k12.ca.us
Office Specialist	Vacant	34186		26	kclark@husd.k12.ca.us
Office Specialist	Eliseo Aguilar-Prado	34188	510-340-8387	26	ea2105@husd.k12.ca.us
Office Specialist (Sub)	Sub Desk	34192		26	
Office Specialist	Vacant	34102		15	
Database Systems Specialist	Vacant		510-826-6813	20	
AOSA CCEIS	Francisco Gallardo		510-826-6828	23	fgallardo@husd.k12.ca.us
	Elise Stringent (on assignment through end of October)	34193		24	estringent@husd.k12.ca.us

F			As Of: October 28, 2021		
Accounting (Level D)			Fax: 781-6103		
Nicolau, Mike	Budget/Accountant II, FMOT	72705	Educational Services (Level B)		
Mandap, Denise	Budget/Accountant I	72845	Fax: 784-2656		
Chan, Mae	Budget/Accountant I	72509	Assistant Superintendent		
Accounting (Level D)			Sr. Executive Assistant		
Wong, Howard	Accounting Specialist A-G	72512	Director II Curriculum & Instruction		
Lee, Nicole	Lead Accounting Specialist H-O	72654	Office Specialist		
Lirio, Leah	Data Entry Clerk	72813	AOSA - Equity		
Hayes, Keith	Accounting Specialist P-Z	72713	AOSA - STEAM, VAPA, GATE		
Assessment, Research and Evaluation (Level A)			College/Careers Coordinator		
Fax: 784-2693, 781-6156			Office Specialist		
Garcia, Hector	Director II	72647	AOSA - RPP Coordinator		
Babasa, Virginia	Assessment Technician	76312	District Translator / Interpreter		
Osorio, Michael	Assessment Technician	72519	District Translator / Interpreter		
Scott, Tiana	Assessment Technician	72841	Food Services (Amador Yard) (510) 723-3890		
Nehse, Rebecca	Assessment Technician	72645	Director II		
Xavier, Marina	TOSA (Level A)	72658	Mgr. Child Nutrition Ops/Warehouse		
Gil, Andrea	TOSA (Level A)	72802	Office Specialist		
Benefits / Risk Management (Level C)			Field Supervisor		
Fax: 782-7213			Storekeeper		
VACANT	Coordinator - Benefits / Risk Mgmt	72639	Field Supervisor		
Cuspad, Lisa-Marie	Benefits Specialist	72667	Technology Specialist II		
VACANT	Workplace Health & Safety Manager	72622	Field Supervisor		
Gonzalez, Pedro	Compliance Supervisor	72810	Accountant		
	Office Specialist		Human Resources (Level C)		
Business Services			Fax: 784-2696		
Fax: 782-7213			Assistant Superintendent		
Garde, Allan	Asst. Supt. Business Services	72634	Sr. Executive Assistant		
Contreras-Garcia, Maricela	Sr. Executive Assistant (Business)	72702	Executive Director of Classified/Personnel C		
Cole, Lisa (Level C)	Sr. Executive Assistant (Business/Supt)	72680	Executive Assistant		
Chang, Vickie	Director (Level D)	72613	Director II of Certified Personnel		
Tolentino, Jenavie	Office Specialist (Level D)	72826	Confidential Administrative Assistant		
Kipps, Dela	Budget/Accountant I	72636	H.R. Sr. Administrative Analyst		
Guo, Jan	Budget/Accountant I	72520	Personnel Operations Tech		
Jayakrishnan, Muthu	Budget/Accountant I	72744	Personnel Operations Tech		
Vancil, Vanessa	Position Control (Level D)	72746	Credential Tech. (Cert) O-Z		
Educational Information Technology (Level A)			VACANT		
Fax: 781-6100			Office Specialist		
Hedman, Les	Director	72524	Credential Tech. (Cert) G-N		
Koning, Tammy	Office Specialist (Help Desk)	72663	H.R. Analyst		
Azpeitia, Jessica	Family Engagement Outreach Specialist	72701	Lead Credential Tech(Cert) A-F		
Chatman, Reggie	System Analyst	72535	Personnel Operations Tech		
Chen, Liyen	TSS III	72718	Personnel Operations Tech		
Dinwiddie, Huie	TSS I	72745	Lead Pers. Ops. Tech.		
Gatchalian, Irma	Database Specialist	72743	H.R. Analyst		
VACANT	TSS III	72822	Safe & Inclusive Schools (Level A)		
Jackson, Rondah	TSS I	N/A	Fax: 784-6300		
Mahmood, Saleem	Network Manager	72815	Reed, Hide		
Mariateague, Camille	Database Specialist	72740	TOSA		
Melara, Carlos	TSS II	28215	Special Education & Compliance (Level D)		
Melendez, Carlos	Database Specialist		Fax: 781-6107		
Moua, Mike	TSS II	72708	Director II		
Phan, Billy	TSS I	72825	Admin. Secretary		
Shaffer, Jermaine	TSS II	72738	Program Coordinator		
Tazalaar, Aaron	TSS II	72553	Compliance Coordinator		
Dong, Yangxue	Data Manager	72632	AAC Lab		
Voong, Mau-Penh	TSS I	N/A	Baltazar, Ruby		
Instructional Materials (Level B)			Database Systems Specialist		
Fax: 784-2635			Bilingual Translator/Interpreter		
Arciniega, Pamela	Instr. Material Technician	72700	Itinerant Mild/Moderate		
Lee, Currie	Instr. Media Tech (Warehouse)	72565	Program Specialist		
Insurance/Emergency Preparedness (Level C)			Program Specialist		
Fax: 784-6307			Program Specialist		
Worker's Comp.	Injury Reporting	1-877-742-3467	Nurse		
Facilities, Maintenance, Operations, Transportation & Bond			Office Assistant		
Fax: 784-2668			Bilingual Translator/Interpreter		
Cruz, Miguel	Main Line - FMOT	72666	Office Specialist		
Briseno, Stephanie	Director III	72538	Secretary/John Muir		
GRAFFITI HOTLINE	Office Specialist - FMOT	72667	Nurse		
Holcombe, Jarrod	Facility Maintenance Manager, Mt. Eden	72716	Program Specialist		
McDonald, Devon	Cabling Tech	72736	Behavior Specialist		
McGriff, Jennifer	Office Specialist - BOND	72844	Bilingual Translator/Interpreter		
Santiago, John	Electronic Tech	72560	Special Ed Records		
SECURITY		72670	VACANT		
Sharma, Sarita	Administrative Secretary - FMOT	72800	Program Specialist		
Spinks, Dalewyn	Facility Maintenance Manager, Hayward HS	72733	Program Specialist		
VACANT	Facility Operations Supervisor (Day)	72831	AT Specialist		
Van Hook, Amia	Office Specialist - FMOT	72547	Student & Family Services (Level B)		
Vandermy, Sean	Facility Maintenance Manager, Tennyson	72829	Fax: 781-6110		
Payroll (Level C)			Associate Superintendent		
Fax: 781-6103			Sr. Executive Assistant		
Shirley, Jozlyn	Payroll Supervisor	72792	Coordinator, Intervention & Prevention		
Gross, Andrew	Office Specialist	72727	Translator / Interpreter (Level D)		
VACANT	Payroll Tech. Cert. (A-L)	72821	Office Specialist/Intervention & Prevention		
Jackson, Andre	Payroll Tech. Substitute, LOAs, Garnishment	72554	Student Records (Level D)		
Johnson, Jihan	Payroll Tech. Class. (A-K)	72723	Fax: 784-6963		
Long, Lisa	Payroll Tech. Cert. (M-Z)	72724	Valdivia, Jennifer		
Orona de Serrano, Yvette	Payroll Tech. Class. (L-Z)	72791	Student Records Assistant		
Print Shop (Level A)			Superintendent's Office (Level B)		
PrintShop@husd.us			Fax: 784-2641		
McDaniel, Kris	Publications Assistant	72528	Wayne, Matt		
McKenna, Lela	Publications Assistant	72527	Superintendent		
Purchasing (Level D)			Rodriguez, Jenna		
Fax: 781-6109			Admin. Assistant to Board / Supt.		
Garcia, Rose	Manager of Purchasing	72720	Cote, Lisa (Level C)		
Coronado, Victoria	Buyer	72620	Sr. Executive Assistant (Business / Supt)		
VACANT	Buyer, FMOT	72531	Director, Public Information & Gov Rel		
WAREHOUSE	warehouse@husd.us	72675	Office Specialist		
Clarín, Claudia	Office Assistant (MAIL ROOM)	72577	Supplemental & Concentration (State & Fed) (Level B)		
Teacher Induction Program formerly B1SA (Level A)			Fax: 784-2608		
Fax: 784-6300			Escobedo, Sandra		
Williams, Phoebe	Coordinator	72749	Director II		
Alamillo-Perez, Angelica	TOSA (Level A)	72763	Office Specialist		
Tebbs, Joel	TOSA (Level A)	72532	Transportation Department (Amador Yard)		
			Fax: 781-6153		
			VACANT		
			Supervisor		
			Dispatch Office		
			Lead Crossing Guard		
			Lead Crossing Guard		
			Lead Crossing Guard		

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SIAC Employee Directory

27211 Tyrrell Ave

Phone: (510) 723-3900 Fax: (510) 782-0740

Office	Bernardo Varela	30102	Administrator	bvarela@husd
Office	Martha Castro	30120	Office Manager	mcastro@husd.k12.ca.us
Office	Heather Figueroa	30139	Music Coordinator	hf139@husd.k12.ca.us
1	Kimberly Au Yeung	30125	CA Pre-K Teacher	kauyeung@husd.k12.ca.us
2	YMCA	30126		
3	Consuelo Jiménez	30128	Migrant Ed.	cjimenez@husd.k12.ca.us
3	Maria Haro	30144	Migrant Ed.	mharo@husd.k12.ca.us
4	Agustina Noble	30148	CA Pre-K Teacher	anoble@husd.k12.ca.us
5	PD Room	30208		
6	Evaristo Gonzalez	30207	SDC Pre-K Teacher	evgonzalez@husd.k12.ca.us
6	Cassandra Webster		PARA (Spec. Ed.)	dv228@husd.k12.ca.us
6	Nicole Smith		PARA (Spec. Ed.)	
6	Ann Nyangau		PARA (Spec. Ed.)	anyangau@husd.k12.ca.us
7	YMCA	30205		
8	Maria Vanessa Acoba	30145	SDC Pre-K Teacher	ma2113@husd.k12.ca.us
8	Shiwali Kumar		PARA (Spec. Ed.)	
8	Bahara Naim		PARA (Spec. Ed.)	
8	Beatrice Sulus		PARA (Spec. Ed.)	
9	YMCA			
10	YMCA	30131		
Library	Kelli Jackman	30201	CA Children's Services	
Library	Jenna Lowry		CA Children's Services	jenna.lowry@acgov.org
Library	Joyce Dixon		CA Children's Services	joyce.dixon@acgov.org
Library	Nancy Bell		CA Children's Services	nancy.bell@acgov.org
Library	Wendy Dorado		CA Children's Services	wendy.dorado@acgov.org
12	Jenny Kim	30127	Occupational Therapy	
12	Beverly Amuchie Omole		Occupational Therapy	
12	Sabine Jiao		Occupational Therapy	
13	Francisca Montes	30141	Migrant ED TOSA	fmontes@husd.k12.ca.us
13	Michele McKinley	30149	EL Program Specialist - Elementary	mmckinley@husd.k12.ca.us
14	Lisa Flevotomos	30156	TOSA (ELA)	lflevotomos@husd.k12.ca.us
14	Nancy Wright		TOSA	nwright@husd.k12.ca.us
15	Natalie Lower	30170	EL Program Specialist - Secondary	ngarecht@husd.k12.ca.us
16	Marisol Pastor-Cabrera		TOSA	mpastor-cabrera@husd.us
16	Perrin Phillips	30157	TOSA	pphillips@husd.k12.ca.us
17	Shea Gregory		AOSA - Elementary Literacy	sgregory@husd.k12.ca.us
17	Aimee Malcolm	30164	AOSA - Secondary Literacy	amalcolm@husd.k12.ca.us
18	Testing Room - ELPAC			
19	Rachel Stower		Home Study Program	rstower@husd.k12.ca.us
20	Parent Waiting Room (Testing)			
P-1	Maria Vacca	30161	School Psych.	mvacca@husd.k12.ca.us
P-1	Charlene Sim/Gabriela Van Leuven	30167	Sp. Ed	
P-1	Shalini Raghav	30158	Sp. Ed	sraghav@husd.k12.ca.us
P-2	Stephanie Markovich	30168	Speech Therapist	smarkovich@husd.k12.ca.us
P-2	Melody Kirk (Moore)	30166	Speech Lang. Path.	mmoore@husd.k12.ca.us
P-2	Elise Jackson		Nurse	
P-4	PD Room		YMCA	
P-5	Valeria Cajina	30140	Assessment Tech	vc2116@husd.k12.ca.us
P-5	Marlene Marquez	30142	Assessment Tech	mm276@husd.k12.ca.us
P-5	Marilyn Montenegro	30122	Assessment Tech	mmontenegro@husd.k12.ca.us

As Of: August 18, 2021

ELL Specialist Directory

					As Of: August 18, 2021		
	ELL Specialist Directory						
	SCHOOL	EL SPECIALIST	PHONE #	EXT.	E-MAIL ADDRESS		
	ELEMENTARY						
	Bowman	Veronique Levine	723-3800	10404	vlevine@husd.k12.ca.us		
	Burbank	Lisa Perloff	723-3805	38244	lperloff@husd.k12.ca.us		
	Cherryland	Geraldine Gomez	723-3810	12210	ggomez@husd.k12.ca.us		
	East Avenue	Denise Oh	723-3815	13204	doh@husd.k12.ca.us		
	Eden Gardens	Alma Lozano	723-3820	14203	alozano@husd.k12.ca.us		
	Eldridge		723-3825	15151	lvsandoval@husd.k12.ca.us		
	Fairview		723-3830	16220			
	Faith Ringgold		723-3900				
	Glassbrook	Francisca Montes	723-3835	17227	fmontes@husd.k12.ca.us		
	Harder	Zarlasht Barakzoy	723-3840	18220	zbarakzoy@husd.k12.ca.us		
	Longwood	Karen Skrabanik	723-3850	20215	kskrabanik@husd.k12.ca.us		
	Lorin Eden	Alma Lozano	723-3855	21206	alozano@husd.us.k12.ca.us		
	Palma Ceia	Alex Lucero	723-3870	24231	alucero@husd.us.k12.ca.us		
	Park	Elvia Gauzin	723-3875	25125	egauzin@husd.k12.ca.us		
	Ruus	Khanh Yeargin	723-3885	27406	kyeargin@husd.k12.ca.us		
	Schafer Park	Cynthia Lall-Vicente	723-3895	29124	clall@husd.k12.ca.us		
	Southgate		723-3905				
	Strobridge	Alicia Orner	723-3915	33404	aorner@husd.k12.ca.us		
	Stonebrae		723-3910	32225			
	Treeview/Bidwell	Luis Covarrubias	723-3925		lcovarrubias@husd.k12.ca.us		
	Tyrrell	Rosa Escobedo	723-3935	37104	rescobedo@husd.k12.ca.us		
	SECONDARY						
	Bret Harte	Sonja Murch	723-3100	40403	smurch@husd.k12.ca.us		
	Chavez	Jose Cantu	723-3110	41242	jcantu@husd.k12.ca.us		
		Lissette Sandoval		41217	lvsandoval@husd.k12.ca.us		
	King	Rafael Velazquez Cardenas	723-3120	42239	rvelazquezcardenas@husd.k12.ca.us		
	Ochoa	Jenna Flamenco	723-3130	43403	jflamenco@husd.k12.ca.us		
	Winton	Luis Covarrubias	723-3140	44202	lcovarrubias@husd.k12.ca.us		
	Brenkwitz		723-3900				
	Hayward High	Sonja Murch	723-3170	61273	smurch@husd.k12.ca.us		
	Mt. Eden	Irlanda Santiago	723-3180	62266	isantiago@husd.k12.ca.us		
	Tennyson	Donna de Leon	723-3190	63293	mdeleon@husd.k12.ca.us		
		Gabriela Preciado		63273	gpreciado@husd.k12.ca.us		
					gprada@husd.k12.ca.us		
	OTHER - SIAC						
	Director,S&C Services	Sandra Escobedo	784-2600	72584	sescobedo@husd.k12.ca.us		
	EL Coordinator	Bernardo Varela	723-3900	30102	bvarela@husd.k12.ca.us		
	Office Specialist						
	EL Program Specialist	Natalie Lower	723-3900	30170	ngarecht@husd.k12.ca.us		
	EL Program Specialist	Michele McKinley	723-3900	30149	mmckinley@husd.k12.ca.us		
	W.H. Program Specialist						
	Assessment Tech	Valeria Cajina	723-3900	30140	vc2116@husd.k12.ca.us		
	Assessment Tech	Marilyn Montenegro	723-3900	30122	mmontenegro@husd.k12.ca.us		
	Assessment Tech	Marlene Marquez	723-3900	30142	mm276@husd.k12.ca.us		



H U S D

Calendars

Parent Ambassador Calendar



2021-2022

EVENT	LOCATION	DATE	TIME	DISCRIPTION
Orientation	La Familia	10/2/2021	9:00 A.M. to 2:00 P.M.	Roles and responsibilities, distance learning plan and calendar review, data collection/ parent force, pitch practice and recording,supporting schools welcome back
PA Monthly Meeting	HUB	10/4/2021	6:00 P.M. to 8:00 P.M.	SSC Functions/SEL Support
PA Monthly Meeting	City Hall	10/27/2021	5:30 P.M. to 7:30 P.M.	TENTATIVE- PA Board Induction
PA Monthly Meeting	HUB	11/1/2021	6:00 P.M. to 8:00 P.M.	*Parent/Teacher Conference / School Closures
PA Monthly Meeting	HUB	12/6/2021	6:00 P.M. to 8:00 P.M.	The SPSA
PA Monthly Meeting	HUB	1/10/21	6:00 P.M. to 8:00 P.M.	A-G Requirements/school counselors/ Programing for 7th and 9th graders
PA Monthly Meeting	HUB	2/7/2021	6:00 P.M. to 8:00 P.M.	*LCAP Input Forum
PA Monthly Meeting	HUB	3/7/2021	6:00 P.M. to 8:00 P.M.	*HUSD Safety Protocols *CAASPP for Parent
PA Monthly Meeting	HUB	4/4/2021	6:00 P.M. to 8:00 P.M.	The Special Education System
PA Monthly Meeting	HUB	5/2/2021	6:00 P.M. to 8:00 P.M.	Attendance and the law
PA Monthly Meeting	HUB	6/6/2021	6:00 P.M. to 8:00 P.M.	End of year closing/ feedback

PA Orientation	PA Monthly Meetings
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Fiscal Year 2021-2022

(21) **Regular** Board of Education Meetings

<div>July 2021</div> <table><tr><td>Su</td><td>Mo</td><td>Tu</td><td>We</td><td>Th</td><td>Fr</td><td>Sa</td></tr><tr><td></td><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td></tr><tr><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr><tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td></tr><tr><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td></tr><tr><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td></tr></table>	Su	Mo	Tu	We	Th	Fr	Sa					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	<div>August 2021</div> <table><tr><td>Su</td><td>Mo</td><td>Tu</td><td>We</td><td>Th</td><td>Fr</td><td>Sa</td></tr><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td></tr><tr><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td></tr><tr><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td></tr><tr><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td></tr><tr><td>29</td><td>30</td><td>31</td><td></td><td></td><td></td><td></td></tr></table>	Su	Mo	Tu	We	Th	Fr	Sa	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31					<div>September 2021</div> <table><tr><td>Su</td><td>Mo</td><td>Tu</td><td>We</td><td>Th</td><td>Fr</td><td>Sa</td></tr><tr><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td></tr><tr><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td></tr><tr><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td></tr><tr><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td></tr><tr><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td></td><td></td></tr></table>	Su	Mo	Tu	We	Th	Fr	Sa				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30									
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Hayward Unified School District

2021-2022 Student Calendar

Year-Round School Year

July 2021

M	T	W	TH	F
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12	13	14	15	16
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26	27	28	29	30

August 2021

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September 2021

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October 2021

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November 2021

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December 2021

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January 2022

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February 2022

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28				

March 2022

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April 2022

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May 2022

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June 2022

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July 5

July 19

July 20

August 23

August 24

September 6

September 20-23

September 24

September 27-October 15

November 1

November 5

November 11

Independence Day (No School)

Teacher Work Day (No School)

School Begins

Staff Development Day (No School)

Staff Development Day (No School)

Labor Day (No School)

Parent Conferences (Minimum Days)

Parent Conferences (No School)

Fall Break

Staff Development Day (No School)

First Trimester Ends

Veterans' Day (No School)

November 22-26

December 20-January 7

January 17

February 14

February 21

March 4

March 31

April 4-15

May 30

June 14

June 15

Thanksgiving Break

Winter Recess

Martin Luther King Jr. Day (No School)

Lincoln's Birthday Observed (No School)

Presidents' Day (No School)

Second Trimester Ends

Cesar Chavez Day (No School)

Spring Recess

Memorial Day (No School)

School Ends

Teacher Work Day (No School)

180

Student Days

3

Teacher Work Days

3

District Wide Staff Development Days

Symbols:



School Begins/Ends



Local Recess



Trimester Begins/Ends



Teacher Work Day/Staff Development Day



National/District Holiday



Hayward Unified School District 2021-2022 Student Calendar Traditional School Year

July 2021

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August 2021

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November 2021

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December 2021

M	T	W	TH	F
		1	2	3
6	7	8	9	⑩
13	14	15	16	17
20	21	22	★	★
27	28	29	★	★

January 2022

M	T	W	TH	F
3	4	5	6	7
10	11	12	13	14
★	18	19	20	21
24	25	26	27	28
31				

February 2022

M	T	W	TH	F
	1	2	3	4
7	8	9	10	11
★	15	16	17	18
★	22	23	24	25
28				

March 2022

M	T	W	TH	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	★	

April 2022

M	T	W	TH	F
				1
4	5	6	7	8
①	②	③	④	⑤
18	19	20	21	22
25	26	27	28	29

May 2022

M	T	W	TH	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
★	31			

June 2022

M	T	W	TH	F
		1	2	3
6	7	8	9	10
13	★	⑮	16	17
20	21	22	23	24
27	28	29	30	

July 5

August 23

August 24

August 25

August 26

September 6

October 29

November 1

November 11

November 17

November 22-26

December 6-9

December 10

Independence Day Observed

Staff Development Day (No School)

Staff Development Day (No School)

Teacher Work Day (No School)

School Begins

Labor Day (No School)

First Quarter Ends (7-12)

Staff Development Day (No School)

Veterans' Day (No School)

Trimester Ends (K-6)

Thanksgiving Break

Parent Conferences (Minimum Days K-6)

Parent Conferences (No School K-6)

December 20-December 31

January 17

January 27

January 28

February 14

February 21

March 9

March 31

April 1

April 11-15

May 30

June 14

June 15

Winter Recess

Martin Luther King Jr. Day (No School)

Second Quarter Ends (7-12)

Teacher Work Day (No School 7-12)

Lincoln's Birthday Observed (No School)

Presidents' Day (No School)

Trimester Ends (K-6)

Cesar Chavez Day (No School)

Third Quarter Ends (7-12)

Spring Recess

Memorial Day (No School)

School Ends

Teacher Work Day (No School)

180

Student Days

3

Teacher Work Days

3

District Wide Staff Development Days

Symbols:



School Begins/Ends



Quarter Begins/Ends



Trimester Begins/Ends



Teacher Work Day/Staff Development Day



National/District Holiday



Local Recess



Hayward Unified School District 2021-2022 Student Calendar Adult School Year

July 2021

M	T	W	TH	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

August 2021

M	T	W	TH	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

September 2021

M	T	W	TH	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

October 2021

M	T	W	TH	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

November 2021

M	T	W	TH	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

December 2021

M	T	W	TH	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

January 2022

M	T	W	TH	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

February 2022

M	T	W	TH	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28				

March 2022

M	T	W	TH	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

April 2022

M	T	W	TH	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

May 2022

M	T	W	TH	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

June 2022

M	T	W	TH	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

July 5
July 6
July 30
August 2-September 3
September 6
September 7
October 22
October 25
November 11
November 22-26
December 10
December 13-31
January 3

Independence Day (No School)
Summer Session Begins
Summer Session Ends
Summer Recess
Labor Day (No School)
Fall Session I Begins
Fall Session I Ends
Fall Session II Begins
Veterans' Day (No School)
Thanksgiving Break
Fall Session II Ends
Winter Recess
Winter Session I Begins

January 3
January 17
February 14
February 18
February 21
February 22
March 31
April 8
April 11-15
April 18
May 30
June 1

Winter Session I Begins
Martin Luther King Jr. Day (No School)
Lincoln's Birthday Observed (No School)
Winter Session I Ends
Presidents' Day (No School)
Winter Session II Begins
Cesar Chavez Day (No School)
Winter Session II Ends
Spring Recess
Spring Session I Begins
Memorial Day (No School)
Spring Session I Ends

ESL 2021-2022
AM ESL Classes start: Sept. 7
PM ESL Classes start: Sept. 13
Winter Break: Dec. 13-Dec. 31
Spring Break: April 11-15
Class Ends: June 10

Contract FTE Teachers follow the 186 Day Traditional
Calendar without the Professional Development days.
Their Teacher work year is 183 days.

Session	Start	End	# of days
Summer			19
Fall I			34
Fall II			29
Winter I			33
Winter II			33
Spring I			32
Student Days			180

Symbols: School Begins/Ends
 Local Recess

Session Begins/Ends
 National/District Holiday

Parent University Calendar 2021-2022



August 2021						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31	1	2	3	4

September 2021						
S	M	T	W	T	F	S
29	30	31	1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	1	2

October 2021						
S	M	T	W	T	F	S
26	27	28	29	30	1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31	1	2	3	4	5	6

November 2021						
S	M	T	W	T	F	S
31	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	1	2	3	4

December 2021						
S	M	T	W	T	F	S
28	29	30	1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

January 2022						
S	M	T	W	T	F	S
26	27	28	29	30	31	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	1	2	3	4	5	6

February 2022						
S	M	T	W	T	F	S
30	31	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	1	2	3	4	5

March 2022						
S	M	T	W	T	F	S
27	28	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31	1	2

April 2022						
S	M	T	W	T	F	S
27	28	29	30	31	1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

May 2022						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31	1	2	3	4

June 2022						
S	M	T	W	T	F	S
29	30	31	1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	1	2

July 2022						
S	M	T	W	T	F	S
26	27	28	29	30	1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31	1	2	3	4	5	6

AASAI Meetings	African American Recognition Night	Lead Parent Ambassador Meeting
2nd Chance at College	DELAC	Parent Ambassador Training/Meeting
Academic Excellence Day	Fall and Spring Classes	
- Family Art Day	Fatherhood Activities	AASAI = African American Student Achievement Initiative
- African American Conference	- Week of the Fathers	DELAC = District English Language Advisory Committee
- Family Tech Day	- R3, Tuesdays	
- 6/3 Parent Recognition Night	- Stars Cafe Dad, 2nd Thursday	

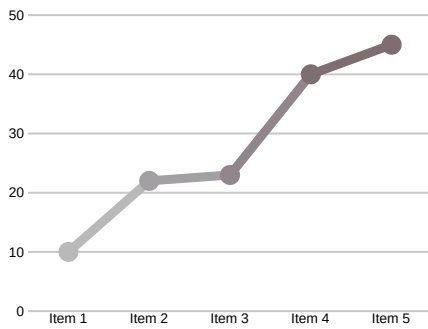


Chapter Three: Family Engagement Data Collection Tools

Chapter three includes information about the various Local Control Accountability Plan (LCAP) and California State Dashboard indicator tools such as the Parent Survey, Family and Community Engagement Rubric and collecting Family Engagement Attendance. The chapter also includes information about data collection tools for program partners such as La Familia.



OPPORTUNITIES FOR MEANFUL PARENT INPUT



Attendance

The Hayward Unified School District collects family engagement participation rates through sign-in sheets. During parent meetings or family events, parents and students are asked to sign in. The Family Engagement Specialists are responsible for tracking the attendance. The goal is to increase participation rates by 3% annually and present reports to the principal and Parent Engagement Coordinator.

Family and Community Engagement Continuum of Success Rubric

The Family and Community Engagement Continuum of Success Rubric tool assess the success of family engagement programs, practices & policies by focusing on three domains: Relationship Building, Capacity Building & Policy. This rubric analysis must be done through the lens of continuous improvement, beginning with the Emerging stage and continuing to the Thriving stage. The purpose of the tool is to provide a way to dig deeper and investigate why certain programs, practices & policies are successfully implemented or not and ways to continuously improve family engagement within the Hayward Unified School District. The tool was developed by the Alameda County Office of Education and is being practiced in a number of districts countywide.

California Parent Survey

The California School Parent Survey (CSPS) is a companion tool to the California Healthy Kids Survey (CHKS) and the California School Staff Survey (CSSS). Together, they form the California School Climate, Health, and Learning Survey (Cal-SCHLS) System – a comprehensive set of integrated surveys designed to help schools meet the mandates and goals in the Blueprint for the proposed reauthorization of the Elementary and Secondary Education Act (ESEA) released by the U.S. The Hayward Unified School District releases the survey annually in March. Parents are asked to complete the survey to obtain feedback about their child's school.

La Familia Data

La Familia requires Parent Ambassadors to collect data at their sites using a Data Entry Intake Form that provides a screenshot of effort performance measures required by Alameda County's Center for Healthy Schools and Communities YFO Grant. The data collected includes demographic information, participation in health outreach efforts, youth participation in programming, services provided to individual or groups of youth; parent/Caregiver participation in programming, and services provided to individual or groups of parents/caregiver.

The Youth & Family Opportunity Grant has three basic outcomes for the Parent Ambassador program:

1. Remove barriers and create access to a continuum of culturally responsive integrated health and wellness services
2. Increase youth life skills, health and wellbeing, school performance, and/or career readiness to reduce health disparities and maximize health outcomes.
3. Increase parents/caregivers' life skills, health and wellbeing, and community and/or school engagement to reduce health disparities and maximize health outcomes.

Survey for Parents and Guardians**2021-2022**

This survey is an opportunity for you to help this school by sharing your opinions about it. Your opinions are important, and the school is interested in hearing them.

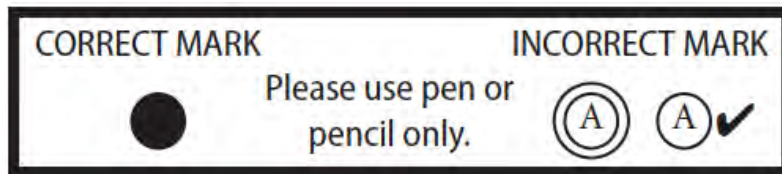
If you have more than one child at this **school**, please think about the oldest of these children as you answer these questions.

Answer all the questions based on your experiences at **this** school only. Remember, we appreciate your honest opinions.

Do not write your name on this survey. No one can tell who filled out this survey. Your answers will be completely private and unknown to others.

Please begin by writing the name of the school your child attends on the line below:

School Name: _____



Begin by answering the following questions about yourself and your child.

1. I am a...

- (A) Parent of at least one child at this school
- (B) Grandparent, other relative, and/or legal guardian of a child at this school
- (C) Not applicable, not sure, or decline to answer

2. Is your child in any of these programs? (**Mark all that apply.**)

- (A) Migrant Education Program
- (B) Special Education Program or has had an Individual Education Plan (IEP)
- (C) English Language Development (for children learning English)
- (D) Gifted and Talented Education (GATE) or takes Honors/Advanced Placement classes
- (E) Not applicable, not sure, or decline to answer

3. How many years has your child been at this school?

- ☐ (A) Less than one year
- ☐ (B) 1 to 2 years
- ☐ (C) 3 to 5 years
- ☐ (D) 6 to 10 years
- ☐ (E) Over 10 years
- ☐ (F) Not applicable, not sure, or decline to answer

4. What is your race or ethnicity?

- ☐ (A) American Indian or Alaska Native
- ☐ (B) Asian or Asian American
- ☐ (C) Black or African American (Not Hispanic)
- ☐ (D) Filipino
- ☐ (E) Hispanic or Latino
- ☐ (F) Native Hawaiian or Pacific Islander
- ☐ (G) White (Not Hispanic)
- ☐ (H) Two or more races/ethnicities
- ☐ (I) Not applicable, not sure, or decline to answer

5. Does one or more of your children receive a free or reduced-price breakfast or lunch at this school?

- ☐ (A) No
- ☐ (B) Yes
- ☐ (C) Not applicable, not sure, or decline to answer

6. How are you related to your child?

- ☐ (A) Biological parent
- ☐ (B) Adoptive parent
- ☐ (C) Stepparent
- ☐ (D) Foster parent
- ☐ (E) Grandparent
- ☐ (F) Other guardian

7. In what grade is your child?

- | | | |
|---|---|--|
| <input type="radio"/> (A) Kindergarten | <input type="radio"/> (F) 5 th grade | <input type="radio"/> (K) 10 th grade |
| <input type="radio"/> (B) 1 st grade | <input type="radio"/> (G) 6 th grade | <input type="radio"/> (L) 11 th grade |
| <input type="radio"/> (C) 2 nd grade | <input type="radio"/> (H) 7 th grade | <input type="radio"/> (M) 12 th grade |
| <input type="radio"/> (D) 3 rd grade | <input type="radio"/> (I) 8 th grade | <input type="radio"/> (N) Other |
| <input type="radio"/> (E) 4 th grade | <input type="radio"/> (J) 9 th grade | <input type="radio"/> (O) Ungraded |

8. Does one or more of your children participate in this school's after school program? (Respond for your child that most frequently participates in the after school program.)

- ☐ (A) No
- ☐ (B) Yes – 1 day a week
- ☐ (C) Yes – 2 days a week
- ☐ (D) Yes – 3 days a week
- ☐ (E) Yes – 4 days a week
- ☐ (F) Yes – 5 days a week

Please indicate how much you agree or disagree with the following statements about this school.

<i>This school...</i>	<u>Strongly Agree</u>	<u>Agree</u>	<u>Disagree</u>	<u>Strongly Disagree</u>	<u>Don't Know/NA</u>
9. promotes academic success for all students.	(A)	(B)	(C)	(D)	(E)
10. treats all students with respect.	(A)	(B)	(C)	(D)	(E)
11. clearly tells students in advance what will happen if they break school rules.	(A)	(B)	(C)	(D)	(E)
12. encourages all students to enroll in challenging courses regardless of their race, ethnicity, or nationality.	(A)	(B)	(C)	(D)	(E)
13. gives all students opportunities to “make a difference” by helping other people, the school, or the community.	(A)	(B)	(C)	(D)	(E)
14. keeps me well-informed about school activities.	(A)	(B)	(C)	(D)	(E)
15. provides quality counseling or other ways to help students with social or emotional needs.	(A)	(B)	(C)	(D)	(E)
16. is a supportive and inviting place for students to learn.	(A)	(B)	(C)	(D)	(E)
17. allows input and welcomes parents’ contributions.	(A)	(B)	(C)	(D)	(E)
18. provides students with healthy food choices.	(A)	(B)	(C)	(D)	(E)
19. communicates the importance of respecting all cultural beliefs and practices.	(A)	(B)	(C)	(D)	(E)
20. gives my child opportunities to participate in classroom activities.	(A)	(B)	(C)	(D)	(E)
21. provides instructional materials that reflect my child’s culture, ethnicity, and identity.	(A)	(B)	(C)	(D)	(E)
22. enforces school rules equally for my child and all students.	(A)	(B)	(C)	(D)	(E)
23. provides quality activities that meet my child’s interests and talents, such as sports, clubs, and music.	(A)	(B)	(C)	(D)	(E)
24. has quality programs for my child’s talents, gifts, or special needs.	(A)	(B)	(C)	(D)	(E)
25. is a safe place for my child.	(A)	(B)	(C)	(D)	(E)
26. promptly responds to my phone calls, messages, or e-mails.	(A)	(B)	(C)	(D)	(E)
27. encourages me to be an active partner with the school in educating my child.	(A)	(B)	(C)	(D)	(E)

C A L I F O R N I A *school parent* S U R V E Y

Please indicate how much you agree or disagree with the following statements about this school.

<i>This school...</i>	<u>Strongly Agree</u>	<u>Agree</u>	<u>Disagree</u>	<u>Strongly Disagree</u>	<u>Don't Know/NA</u>
28. actively seeks the input of parents before making important decisions.	(A)	(B)	(C)	(D)	(E)
29. has clean and well-maintained facilities and properties.	(A)	(B)	(C)	(D)	(E)
30. provides high quality instruction to my child.	(A)	(B)	(C)	(D)	(E)
31. motivates students to learn.	(A)	(B)	(C)	(D)	(E)
32. has staff that go out of their way to help students.	(A)	(B)	(C)	(D)	(E)
33. has adults that really care about students.	(A)	(B)	(C)	(D)	(E)
34. has high expectations for all students.	(A)	(B)	(C)	(D)	(E)
35. encourages students to care about how others feel.	(A)	(B)	(C)	(D)	(E)
36. helps students resolve conflicts with one another.	(A)	(B)	(C)	(D)	(E)

<u>How strongly do you agree or disagree with the following statements about this school?</u>	<u>Strongly Agree</u>	<u>Agree</u>	<u>Disagree</u>	<u>Strongly Disagree</u>	<u>Don't Know/NA</u>
37. Staff communicate with parents about what students are expected to learn in class.	(A)	(B)	(C)	(D)	(E)
38. Parents feel welcome to participate at this school.	(A)	(B)	(C)	(D)	(E)
39. School staff treat parents with respect.	(A)	(B)	(C)	(D)	(E)
40. School staff take parent concerns seriously.	(A)	(B)	(C)	(D)	(E)
41. School staff are helpful to parents.	(A)	(B)	(C)	(D)	(E)

Based on your experience, how much of a problem at this school is...

	<u>Not a Problem</u>	<u>Small Problem</u>	<u>Some-what a Problem</u>	<u>Large Problem</u>	<u>Don't Know/NA</u>
42. student tobacco use (cigarette smoking and/or smokeless tobacco such as dip, chew, or snuff)?	(A)	(B)	(C)	(D)	(E)
43. student use of electronic cigarettes, e-cigarettes, or other vaping device such as e-hookah, hookah pens, or vape pens?	(A)	(B)	(C)	(D)	(E)
44. student alcohol and drug use?	(A)	(B)	(C)	(D)	(E)
45. harassment or bullying of students?	(A)	(B)	(C)	(D)	(E)
46. physical fighting between students?	(A)	(B)	(C)	(D)	(E)
47. racial/ethnic conflict among students?	(A)	(B)	(C)	(D)	(E)
48. students not respecting staff?	(A)	(B)	(C)	(D)	(E)
49. gang-related activity?	(A)	(B)	(C)	(D)	(E)
50. weapons possession?	(A)	(B)	(C)	(D)	(E)
51. vandalism (including graffiti)?	(A)	(B)	(C)	(D)	(E)

Since the beginning of this school year, has any adult in your child's household done any of the following things at your child's school?

	<u>No</u>	<u>Yes</u>
52. Attended a school or class event, such as a play, dance, sports event, or science fair.	(A)	(B)
53. Served as a volunteer in this child’s classroom or elsewhere in the school.	(A)	(B)
54. Attended a general school meeting, for example, an open house, or a back-to-school night.	(A)	(B)
55. Attended a meeting of the parent-teacher organization or association.	(A)	(B)
56. Gone to a regularly scheduled parent-teacher conference with the child’s teacher.	(A)	(B)
57. Participated in fundraising for the school.	(A)	(B)
58. Served on a school committee.	(A)	(B)
59. Met with a guidance counselor in person.	(A)	(B)

C A L I F O R N I A	school parent	S U R V E Y
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How well has this child's school been doing the following things during the school year?		Very <u>Well</u>	Just <u>Okay</u>	Not Very <u>Well</u>	Does Not <u>Do It</u> <u>At All</u>	Don't <u>Know/NA</u>
60.	Letting you know how your child is doing in school between report cards.	(A)	(B)	(C)	(D)	(E)
61.	Providing information about how to help your child with homework.	(A)	(B)	(C)	(D)	(E)
62.	Providing information about why your child is placed in particular groups or classes.	(A)	(B)	(C)	(D)	(E)
63.	Providing information on your expected role at your child's school.	(A)	(B)	(C)	(D)	(E)
64.	Providing information on how to help your child plan for college or vocational school.	(A)	(B)	(C)	(D)	(E)

Encuesta para padres de familia y tutores**2021-2022**

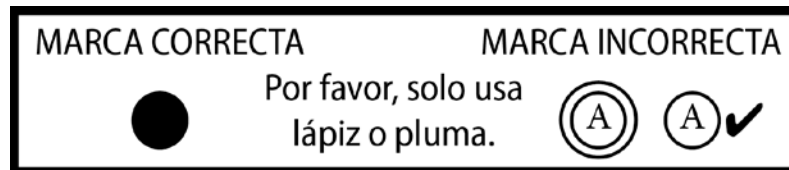
Esta encuesta es una oportunidad para que usted ayude a esta escuela, compartiendo sus opiniones sobre la escuela. Sus opiniones son importantes, y la escuela está interesada en escucharlas.

Conteste todas las preguntas basadas en sus experiencias en **esta** escuela. Recuerde, que apreciamos sus opiniones honestas.

No escriba su nombre en esta encuesta. Nadie sabrá quién llenó esta encuesta. Sus respuestas serán totalmente privadas y desconocidas para los demás.

Por favor, comience escribiendo el nombre de la escuela de su niño/a en la línea de abajo:

Nombre de la escuela: _____



Comience respondiendo a las siguientes preguntas sobre usted y su niño/a.

1. Soy un/a...

- Ⓐ Padre o madre de al menos un niño en esta escuela
- Ⓑ Abuelo, otro familiar y/o tutor legal de un niño de esta escuela
- Ⓒ No aplica, no estoy seguro, o me niego a contestar

2. ¿Su niño/a participa en alguno de estos programas? (**Marque todas las respuestas que se apliquen.**)

- Ⓐ Programa de Educación para Estudiantes Migrantes
- Ⓑ Programa de Educación Especial o ha tenido un Plan de Educación Individual (conocido en Inglés como IEP)
- Ⓒ Desarrollo del Inglés como segunda lengua (para niños que están aprendiendo Inglés)
- Ⓓ Educación para estudiantes dotados y con talento (conocido en Inglés como GATE) o toma clases de colocación avanzada/honores
- Ⓔ No aplica, no estoy seguro, o me niego a contestar

3. ¿Cuántos años lleva su niño/a en esta escuela?

- ☐ (A) Menos de un año
- ☐ (B) 1 a 2 años
- ☐ (C) 3 a 5 años
- ☐ (D) 6 a 10 años
- ☐ (E) Más de 10 años
- ☐ (F) No aplica, no estoy seguro, o me niego a contestar

4. ¿Cuál es su raza o grupo étnico?

- ☐ (A) Indio Americano o nativo de Alaska
- ☐ (B) Asiático o Asiático Americano
- ☐ (C) Negro o Afroamericano (no hispano)
- ☐ (D) Filipino
- ☐ (E) Hispano o Latino
- ☐ (F) Hawaiano Nativo o Isleño del Pacífico
- ☐ (G) Blanco (no hispano)
- ☐ (H) Dos o más razas o etnias
- ☐ (I) No aplica, no estoy seguro, o me niego a contestar

5. ¿Uno o más de sus niños reciben el desayuno o almuerzo gratis o a precio reducido en esta escuela?

- ☐ (A) No
- ☐ (B) Sí
- ☐ (C) No aplica, no estoy seguro, o me niego a contestar

6. ¿Cuál es su parentesco con su niño/a?

- ☐ (A) Padre biológico
- ☐ (B) Padre adoptivo
- ☐ (C) Padrastro/Madastra
- ☐ (D) Padre que cuida niños (foster)
- ☐ (E) Abuelo
- ☐ (F) Otro tutor

7. ¿En qué grado se encuentra su niño/a?

- | | | |
|--|------------------------------------|--|
| <input type="radio"/> (A) Kindergarten | <input type="radio"/> (F) 5º grado | <input type="radio"/> (K) 10º grado |
| <input type="radio"/> (B) 1º grado | <input type="radio"/> (G) 6º grado | <input type="radio"/> (L) 11º grado |
| <input type="radio"/> (C) 2º grado | <input type="radio"/> (H) 7º grado | <input type="radio"/> (M) 12º grado |
| <input type="radio"/> (D) 3º grado | <input type="radio"/> (I) 8º grado | <input type="radio"/> (N) Otro |
| <input type="radio"/> (E) 4º grado | <input type="radio"/> (J) 9º grado | <input type="radio"/> (O) No hay división por grados |

8. ¿Uno o más de sus niño/a participan en un programa después de clases en esta escuela? (Reporte para su niño/a que participa con mayor frecuencia en el programa después de clases.)

- ☐ (A) No
- ☐ (B) Sí – 1 día a la semana
- ☐ (C) Sí – 2 días a la semana
- ☐ (D) Sí – 3 días a la semana
- ☐ (E) Sí – 4 días a la semana
- ☐ (F) Sí – 5 días a la semana

Por favor indique cuánto está de acuerdo o en desacuerdo con las siguientes frases acerca de esta escuela.

<i>Esta escuela...</i>	<u>Muy de acuerdo</u>	<u>De acuerdo</u>	<u>En desacuerdo</u>	<u>Muy en desacuerdo</u>	<u>No sé/no aplica</u>
9. promueve el éxito académico de todos los estudiantes.	①	②	③	④	⑤
10. trata a todos los estudiantes con respeto.	①	②	③	④	⑤
11. informa a los estudiantes con anticipación y de manera clara qué sucederá si rompen las reglas de la escuela.	①	②	③	④	⑤
12. alienta a todos los estudiantes a inscribirse en cursos desafiantes, independientemente de su raza, origen étnico o nacionalidad.	①	②	③	④	⑤
13. brinda a todos los estudiantes oportunidades para “hacer la diferencia” ayudando a otras personas, la escuela o la comunidad.	①	②	③	④	⑤
14. me mantiene bien informado acerca de las actividades escolares.	①	②	③	④	⑤
15. brinda consejería de calidad y otras maneras para ayudar a los estudiantes a satisfacer sus necesidades sociales o emocionales.	①	②	③	④	⑤
16. es un lugar de apoyo y acogedor para que los estudiantes aprendan	①	②	③	④	⑤
17. permite sugerencias y agradece las contribuciones de los padres.	①	②	③	④	⑤
18. brinda a los estudiantes opciones de alimentos saludables.	①	②	③	④	⑤
19. comunica la importancia de respetar todas las creencias y prácticas culturales.	①	②	③	④	⑤
20. brinda oportunidades para que mi niño/a participe en las actividades en clase.	①	②	③	④	⑤
21. brinda materiales educativos que reflejen la cultura, la etnicidad y la identidad de niño/a.	①	②	③	④	⑤
22. hace cumplir las reglas de la escuela a mi niño/a y a todos los estudiantes por igual.	①	②	③	④	⑤
23. brinda actividades de calidad que cumplen los intereses y talentos de mi niño/a, tales como deportes, clubes y música.	①	②	③	④	⑤
24. tiene programas de calidad para los talentos, dones o necesidades especiales de mi niño/a.	①	②	③	④	⑤
25. es un lugar seguro para mi niño/a.	①	②	③	④	⑤
26. responde rápidamente a mis llamadas, mensajes o correos electrónicos.	①	②	③	④	⑤
27. me alienta a que sea un socio activo de la escuela en la educación de mi niño/a.	①	②	③	④	⑤

Indique qué tan de acuerdo o en desacuerdo está con las afirmaciones siguientes sobre esta escuela.

<i>Esta escuela...</i>	<u>Muy de acuerdo</u>	<u>De acuerdo</u>	<u>En desacuerdo</u>	<u>Muy en desacuerdo</u>	<u>No sé/No aplica</u>
28. busca activamente la opinión de los padres antes de tomar decisiones importantes.	(A)	(B)	(C)	(D)	(E)
29. tiene instalaciones y propiedades limpias y bien cuidadas.	(A)	(B)	(C)	(D)	(E)
30. proporciona una instrucción de alta calidad para mi hijo.	(A)	(B)	(C)	(D)	(E)
31. motiva a los estudiantes a aprender.	(A)	(B)	(C)	(D)	(E)
32. tiene personal que hace todo lo posible para ayudar a los estudiantes.	(A)	(B)	(C)	(D)	(E)
33. cuenta con adultos que realmente se preocupan por los estudiantes.	(A)	(B)	(C)	(D)	(E)
34. tiene altas expectativas para todos los estudiantes	(A)	(B)	(C)	(D)	(E)
35. alienta a los estudiantes a preocuparse por cómo se sienten los demás	(A)	(B)	(C)	(D)	(E)
36. ayuda a los estudiantes a resolver conflictos entre sí.	(A)	(B)	(C)	(D)	(E)

Indique qué tan de acuerdo o en desacuerdo está con las afirmaciones siguientes <u>sobre esta escuela</u>	<u>Muy de acuerdo</u>	<u>De acuerdo</u>	<u>En desacuerdo</u>	<u>Muy en desacuerdo</u>	<u>No sé/No aplica</u>
37. El personal se comunica con los padres sobre lo que se espera que los alumnos aprendan en clase.	(A)	(B)	(C)	(D)	(E)
38. Los padres se sienten invitados a participar en esta escuela.	(A)	(B)	(C)	(D)	(E)
39. El personal escolar trata a los padres con respeto.	(A)	(B)	(C)	(D)	(E)
40. El personal escolar toma las preocupaciones de los padres en serio.	(A)	(B)	(C)	(D)	(E)
41. El personal escolar es servicial con los padres.	(A)	(B)	(C)	(D)	(E)

Según su experiencia, ¿que tan problemático es en esta escuela...

	No es un problema	Problema pequeño	Más o menos un problema	Problema grande	No sé/No aplica
42. el uso de tabaco entre los estudiantes (fumar cigarrillos o usar tabaco en polvo para mascar o aspirar, tales como "dip", "chew" o "snuff")?	(A)	(B)	(C)	(D)	(E)
43. el uso de cigarrillos electrónicos entre los estudiantes ("e-cigarettes") u otros tipos de dispositivos de vaporización ("vaping") tales como e-hookah, hookah pens o vape pens?	(A)	(B)	(C)	(D)	(E)
44. el consumo de alcohol y drogas por parte de los estudiantes?	(A)	(B)	(C)	(D)	(E)
45. el acoso o la intimidación de los estudiantes?	(A)	(B)	(C)	(D)	(E)
46. peleas físicas entre los estudiantes?	(A)	(B)	(C)	(D)	(E)
47. conflictos raciales/étnicos entre los estudiantes?	(A)	(B)	(C)	(D)	(E)
48. falta de respeto al personal por parte de los estudiantes?	(A)	(B)	(C)	(D)	(E)
49. las actividades relacionadas con pandillas?	(A)	(B)	(C)	(D)	(E)
50. la posesión de armas?	(A)	(B)	(C)	(D)	(E)
51. el vandalismo (incluido el grafiti)?	(A)	(B)	(C)	(D)	(E)

Desde el inicio de este año escolar, cualquier adulto en la casa de su niño/a ha hecho alguna de las siguientes cosas en la escuela de su hijo?

	No	Sí
52. Asistió a un evento de la escuela o clase, como una obra de teatro, danza, eventos deportivos, o feria de ciencias.	(A)	(B)
53. Sirvió como voluntario en el salón de este niño/a o en otro lugar en la escuela.	(A)	(B)
54. Asistió a una reunión general de la escuela, por ejemplo, una noche de Padres, o una noche de regreso a la escuela.	(A)	(B)
55. Asistió a una reunión de la organización o asociación de padres y maestros.	(A)	(B)
56. Asistió a una conferencia de padres y maestros programadas regularmente con el maestro del niño/a.	(A)	(B)
57. Participó en la recaudación de fondos para la escuela.	(A)	(B)
58. Sirvió en un comité escolar.	(A)	(B)
59. Se reunió con un consejero en persona.	(A)	(B)

¿Qué tan bien la escuela de este niño/a ha estado haciendo las siguientes cosas durante el año escolar?

	<u>Muy Bien</u>	<u>Bien</u>	<u>No Muy Bien</u>	<u>No lo hace en absoluto</u>	<u>No sé/No aplica</u>
60. está informando como su niño/a está haciendo en la escuela entre las boletas de calificaciones.	(A)	(B)	(C)	(D)	(E)
61. está proporcionando información sobre cómo ayudar a su hijo con la tarea.	(A)	(B)	(C)	(D)	(E)
62. está proporcionando información sobre por que su niño/a está en grupos o clases particulares.	(A)	(B)	(C)	(D)	(E)
63. está proporcionando información sobre el papel que se espera de usted en la escuela de su hijo.	(A)	(B)	(C)	(D)	(E)
64. está proporcionando información sobre cómo ayudar a su niño/a a planificar para la universidad o escuela vocacional.	(A)	(B)	(C)	(D)	(E)

Family & Community Engagement Rubric

School & District Name: _____

Year of assessment: _____

Domain	Emerging (beginning development, exploration & foundation phase)	Developing (initial implementation)	Thriving (full implementation, systemic, integrated & sustainable)
Relationship Building	<input type="checkbox"/> Staff provide families traditional opportunities (i.e. back to school night, open house, parent-teacher conference, etc.) to make connections with their child's academic programs and school curriculum <input type="checkbox"/> Staff have the capacity to support communication with the largest non-english speaking families in their native language <input type="checkbox"/> Staff provides a welcoming space for families to have meaningful conversations about their child's hopes & dreams <input type="checkbox"/> Staff assesses family needs around communication (i.e. newsletter, e-blast, in-person) <input type="checkbox"/> Staff have a clear defined process for addressing parent concerns & questions	Include all content from Emerging and : <input type="checkbox"/> School has a committee dedicated to family engagement <input type="checkbox"/> Procedures and protocols are in place to create welcoming and inviting relationships between home and school <input type="checkbox"/> Parent leaders are trained and volunteer to provide support to families and students <input type="checkbox"/> Staff build partnerships with community organizations to build meaningful relationships with families <input type="checkbox"/> Families have access to information & resources regarding their child's academic & non-academic needs	Include all content from Developing and : <input type="checkbox"/> Site coordinates translation services and provides printed materials in the top three languages <input type="checkbox"/> Staff conduct climate walks /equity audits with families annually <input type="checkbox"/> The school culture and staff reflects the diversity of students and families
Capacity Building	<input type="checkbox"/> District creates a strategic stakeholder engagement plan with diverse stakeholder groups <input type="checkbox"/> Staff provide opportunities for parents to engage with staff regarding information & resources <input type="checkbox"/> Staff provides a safe and comfortable space for families to engage in decision-making providing opportunities for parent capacity to support learning (understanding grade level standards) (i.e. Parent Center) <input type="checkbox"/> School collects minimal data around family & community engagement (i.e. attendance reporting)	Include all content from Emerging and : <input type="checkbox"/> Staff provide professional development around family engagement, leadership development and cultural competency, building on the assets of the families <input type="checkbox"/> Staff provide parents leadership training informed by parent needs and assets determined by needs assessment <input type="checkbox"/> Staff engage a diverse group of parents in the advisory committee structure for the LCAP and in connecting with related committee structures (e.g. School Site Council, Local Plan for Special Education, etc.) <input type="checkbox"/> School reviews and shares student & parent data in multiple platforms (i.e. public meeting, online, reports sent home)	Include all content from Developing and : <input type="checkbox"/> Staff collaborates with parent advisory committee and related advisory committee members to co-develop professional development around LCFF/LCAP <input type="checkbox"/> Parents and families collaborate with staff to co-create a family engagement plan <input type="checkbox"/> Family engagement has a development orientation vs. service orientation <input type="checkbox"/> School leaders implement family engagement strategies into their professional development plan <input type="checkbox"/> Staff is using data into continuous school <input type="checkbox"/> Staff participates in PD for family engagement <input type="checkbox"/> Site has identified at least a part time staff to support family engagement work on site
Policy	<input type="checkbox"/> District has a Parent Engagement Policy aligned with the district Title 1 policy, with guidance or administrative regulations for staff implementation <input type="checkbox"/> Site has a clear volunteer/visitor policy that is posted. Staff are aware of the policy & front line office ensures the policy is being followed	Include all content from Emerging and : <input type="checkbox"/> Diverse representation of families, from district's LCAP target populations, have authentic opportunities to inform Parent Engagement policy <input type="checkbox"/> Parent Engagement policy aligned to research linked to student learning	Include all content from Developing and : <input type="checkbox"/> District Parent Engagement policy aligns with the data reported on CA School Dashboard State & Local Indicators

Supporting links:

Climate Walk - <https://goo.gl/dzni1l>



Chapter Four: Student Recognition and Engagement Opportunities

Chapter Four includes brief information about the different district level recognition ceremonies for students and other engagement opportunities that relate to students.



STUDENT RECOGNITION CEREMONIES

Latino Recognition Night

The Latino Recognition Night honors Latino students for their academic achievements. In order to be considered for this year's Latino Recognition Award, 6th grade Latino students must meet one of the following criteria: CAASPP Score of 4 on either ELA/Math section (Spring 2017) or 19 + (plus) markings on their report card, excluding PE, Music, Art, and the Work Habit section of the report card. By Trimester 2, the expectation is that all content areas have a grade (+, √, -) with the exception of the following: ELA- Uses technology to research, produce, and publish writing, History/Social Studies- Interprets and uses grade-level maps and charts, Science- Uses the scientific process to develop and justify explanations, Math- Geometry and Statistics & Probability.

African American Recognition Night

The African American Recognition Night honors African American male and female students for academic achievement, personal growth or contributions to the community during the second trimester/quarter of the 2017/2018 school year. The African American Recognition Night recognizes two areas of leadership: Thriving and Striving. Thriving students have met a certain honorary grade point average (GPA) and striving students have demonstrated growth in the areas of community services, academics or leadership.

African American Student Achievement and Excellence Awards (AAREA)

The African American Student Achievement and Excellence Awards (AASAE Awards) were created to encourage African American students and their families to strive and achieve. This annual event affirms the worth and dignity of African-American students, and acknowledges and recognizes the support of parents, family and community in the lives of children. Students are recognized in transitioning grades 5th (entering middle school), 8th (entering high school) and 11th (high school juniors), and 12th (graduating from high school), as well as those graduating from community college, in a variety of categories that celebrate the whole child. The ceremony takes place on a college campus with more than 900 family members, friends, superintendents, teachers and local political officials in attendance.

DISTRICT STUDENT LEADERSHIP

Student Ambassador Program

Student Ambassadors have the unique opportunity to develop and receive training in communication, public relations, marketing, and interpersonal skills. The HUSD Student Ambassador Program is a leadership opportunity for students who are dedicated to serving and representing Hayward Unified School District and the City of Hayward. The primary goal of the program is for the Ambassadors to collect input from their peers regarding their experiences in school. This will include school climate, safety, and academics. This input will be presented to the Superintendent and District officials to inform them of students' successes and recommendations for improvement.





Chapter Five: Resources

Chapter Five includes a number of resources to support the whole Made in Hayward child. The resource includes information such as health and wellness, afterschool programs, free and reduced lunch and much more.





LA FAMILIA

COVID-19 TESTING AND VACCINATION



Testing

Cherryland

Monday - Friday
9:00 AM - 3:00 P.M.
20095 Mission Blvd.
Hayward CA 94541



Skywest

Monday - Friday
9:00 AM - 3:00 P.M.
Skywest Golf Course at
1401 Golf Course Road
Hayward, CA 94541



Vaccines and Boosters

Skywest

Monday - Friday 9:00 AM - 3:00 P.M.
Skywest Golf Course at 1401 Golf
Course Road Hayward, CA 94541



For more information on COVID-19 services call: 510-954-0560



LA FAMILIA

PRUEBA Y VACUNACIÓN DE COVID-19



EXAMENES

Cherryland

Lunes-Viernes
9:00 AM - 3:00 P.M.
20095 Mission Blvd.
Hayward CA 94541



Skywest

Lunes-Viernes
9:00 AM - 3:00 P.M.
Skywest Golf Course at
1401 Golf Course Road
Hayward, CA 94541



VACUNAS y Vacunas de refuerzo

Skywest

Lunes-Viernes 9:00 AM - 3:00 P.M.
Skywest Golf Course at 1401 Golf
Course Road Hayward, CA 94541



Para obtener más información sobre los servicios de COVID-19, llame al: 510-954-0560



Strategic Plan 2019-2022



Our Vision

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

Our Mission

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

Core Values

- H** Equity
- H** Well-Supported Staff
- H** Integrated Partnerships
- H** Collaborative Leadership
- H** Data-Informed Decisions



HUSD's strategic plan is driven by community input, developed by community leaders, and focused on the following priorities and actionable goals.

Deeper Learning

Increase opportunities for students, particularly underserved students, to think critically and master academic content by engaging them in ways that are culturally and linguistically responsive



- > Train for culturally responsive teaching
- > Pilot two deeper learning experiences in the class per year
- > Develop a site-based continuous improvement process
- > Develop systematic early intervention in math and literacy
- > Increase access to deeper learning opportunities for African-American students
- > Attract and retain highly qualified staff to implement deeper learning experiences

Relationship-Centered Schools

Increase student access to social-emotional supports with a focus on equity



- > Equitably distribute student support services
- > Train for equity, implicit bias, and positive relationship-building
- > Develop non-traditional parent engagement opportunities
- > Convene advisory team that includes multiple stakeholders
- > Expand parent education and engagement

Service Excellence

Provide positive experiences at our sites for our diverse community



- > Recruit and retain staff who reflect our students' ethnic and linguistic diversity
- > Create a welcoming environment at our schools and the district
- > Train staff to provide quality service to all
- > Establish and communicate customer-focused timeline for major services

Operational Sustainability

Implement facilities, safety, and technology plans that are equitable and sustainable



- > Conduct facilities analysis to maximize resources that better serve the community
- > Create a need-based, equitable facilities plan
- > Create a need-based, equitable technology improvement plan
- > Develop and implement training for safety and emergency operations plan



Plan Estratégico 2019-2022



Nuestra Visión

Cada estudiante debe realizar su máximo potencial, convirtiéndose en aprendiz de por vida y teniendo un impacto positivo en su comunidad.

Nuestra Misión

Tomamos de los recursos comunitarios diversos para crear un entorno educativo equitativo y un ambiente seguro.

Valores Fundamentales

- H** Equidad
- H** Personal bien apoyado
- H** Compañerismos integrados
- H** Liderazgo colaborativo
- H** Decisiones informadas por datos



El plan estratégico de HUSD es dirigido por aporte comunitario, es desarrollado por líderes en la comunidad y se enfoca en las siguientes prioridades y objetivos accionables.

Aprendizaje Profundo

Aumentar oportunidades para estudiantes, en particular estudiantes marginados, para pensar analíticamente y dominar contenido académico incluyendo a los estudiantes en maneras que son culturalmente y lingüísticamente sensibles



- > Capacitación para instrucción que es culturalmente sensible
- > Poner a prueba dos experiencias de aprendizaje profundo en el salón cada año
- > Desarrollar un proceso basado en el sitio de aumentos continuos
- > Desarrollar intervención temprana sistemática en matemáticas y lectoescritura
- > Aumentar acceso a oportunidades de aprendizaje profundo para estudiantes Afroamericanos
- > Atraer y retener personal altamente calificada para implementar experiencias de aprendizaje profundo

Escuelas Centradas en las Relaciones

Aumentar acceso estudiantil a apoyos sociales y emocionales con enfoque en la equidad



- > Distribuir los servicios de apoyo de manera equitativa
- > Capacitar para entender equidad, prejuicio implícito y la construcción de relaciones positivas
- > Desarrollar oportunidades de participación no tradicionales para padres
- > Convenir un equipo asesor que incluye muchas personas interesadas
- > Expandir educación y participación de padres

Excelencia en el Servicio

Proporcionar experiencias positivas en nuestros sitios para nuestra comunidad diversa



- > Reclutar y retener personal que refleja la diversidad étnica y lingüística del alumnado
- > Crear un entorno de bienvenida en nuestras escuelas y el distrito
- > Capacitar al personal para proporcionar servicio de calidad a todos
- > Establecer y comunicar un cronograma enfocado en servicio al cliente para todos los servicios

Sostenibilidad en Operaciones

Implementar planes para las instalaciones para la seguridad y tecnología que son equitativos y sostenibles



- > Conducir un análisis de las instalaciones para maximizar los recursos y servir mejor a la comunidad
- > Crear un plan equitativo, basado en las necesidades para las instalaciones
- > Crear un plan equitativo, basado en la necesidad para mejorar la tecnología
- > Desarrollar e implementar una capacitación de seguridad y de planes en caso de emergencia



Feeling stuck in your daily struggles? La Familia has your back.



We help you feel supported as you build your skills and make decisions towards:

RESILIENCE Bouncing back from setbacks, both big and small

WELLNESS Keeping your mind & body healthy and your connections strong

ECONOMIC POWER Supporting yourself and those who depend on you, and having the freedom to use your money to live where and how you want



What we do:

Employment Assistance
Housing Support and Resources
Community Outreach and Local Organizing
Drug And Alcohol Treatment
Counseling, Therapy, and Support
Case Management and Referrals to Other Resources
And More

Working with La Familia is easy:

STEP 1

Call us at 1.510.300.3500
and tell us what type
of help you would like

STEP 2

Participate in a "Getting
to Know You" call with
our program staff

STEP 3

Receive an invite
to attend a welcome
session at our offices

What's special about La Familia? We believe you deserve happiness.



Our staff help people work through tough situations, such as:

- Learning English as a second language
- Recently immigrating to the U.S.
- Have disabilities that impact day-to-day living
- Have emotional or relationship difficulties
- Find themselves homeless or without a place to stay
- Returning to the community after incarceration
- Feel like they don't know what to do next

We know how to help people:

- Our staff understand how to get you what you need
- Our staff work with YOU to create a plan around one or more things that can help you feel unstuck
- We schedule regular check-ins with you to make sure the plan is working
- We have been doing it this way for 40 years



WE CAN HELP

Call us today at **1.510.300.3500**
or go to **LaFamiliaCounseling.org**

About us:

La Familia has been around for over 40 years serving Alameda County and beyond. Every year, we work with over 6000 individuals. For more information about how to get involved with La Familia as a volunteer or a Clinical Intern or to make a donation to support our work, contact 510-886-5473 ex 105.

BELONGING • SELF-DETERMINATION • PARTNERSHIPS • SOCIAL JUSTICE • INTEGRITY



Made in
Hayward

care solace
Calming the Chaos of Mental Health Care.



Care Solace

(Non-School Based Services)

Care Solace: A Wellness Resource for Families:

HUSD is partnering with Care Solace, a new resource that makes it easier for families to connect with mental health and wellness resources and providers in the community for **non-school based** services (*outside of school*). Services can be for parents/guardians or other family members.

For services for your students, reach out to your school's COST Specialist or your school's Family Engagement Specialist.

Personal Concierge Assistance with:

- Accessing vetted mental health providers
- Discovering virtual therapy options
- Assessing provider availability
- Reducing wait times into care
- Navigating Insurance or no insurance
- Scheduling an appointment(s) by phone, email, video chat
- Response time is typically within 15-minutes or less

Talk to us:

1-888-515-0595

www.caresolace.com/husd

Care Solace provides a Concierge Service, where Care Solace staff do the work of finding and connecting you to mental health and wellness providers that speak your language, are specific for the kind of care you are looking for, and can accept the kind of insurance you have (Kaiser, MediCAL, Bluecross, Alameda Alliance, etc.). ***They are able to make connections even when you don't have insurance.***

The Concierge Service team is available 24/7 and supports families through the entire process of getting connected. They only refer to trusted, ethical providers. The Concierge Service team speaks English, Spanish, Mandarin, Cantonese and Vietnamese.

Using Care Solace is CONFIDENTIAL. Access to the Concierge Service team is FREE OF CHARGE.

***** Care Solace is not an emergency response service or mental health services provider. In the event of a life threatening emergency, please call 9-1-1 or the National Suicide Hotline 1-800-273- 8255. If you are interested in seeking counseling-related services at this time, please consider visiting www.caresolace.com/husd***



Made in
Hayward

care solace
Calming the Chaos of Mental Health Care.



Care Solace

(Servicios no escolares)

Care Solace: Un recurso de bienestar para familias:

HUSD se está asociando con *Care Solace*, un nuevo recurso que facilita que las familias se conecten con recursos y proveedores de salud mental y bienestar en la comunidad para servicios **no escolares** (fuera de la escuela). Los servicios pueden ser para padres / tutores u otros miembros de la familia.

Para servicios para sus estudiantes basados en la escuela, comuníquese con el especialista en COST de su escuela o el especialista en participación familiar de su escuela.

Asistencia de conserjería personal con:

- Acceso a proveedores de salud mental examinados
- Descubriendo opciones de terapia virtual
- Evaluar la disponibilidad del proveedor
- Reducir los tiempos de espera en atención
- Navegando con o sin seguro médico
- Programar una (s) cita (s) por teléfono, correo electrónico, o video chat
- El tiempo de respuesta suele ser de 15 minutos o menos

Hable con nosotros:

1-888-515-0595

www.caresolace.com/husd

Care Solace ofrece un servicio de conserjería, donde el personal de *Care Solace* hace el trabajo de encontrarlo y conectarlo con proveedores de salud y bienestar mental que hablen su idioma, sean específicos para el tipo de atención que está buscando y puedan aceptar el tipo de seguro que usted tenga (Kaiser, MediCAL, Bluecross, Alameda Alliance, etc.). **Pueden hacer conexiones incluso cuando no tiene seguro médico.**

El equipo del servicio de conserjería está disponible las 24 horas del día, los 7 días de la semana y apoya a las familias durante todo el proceso de conexión. Solo se refieren a proveedores éticos y de confianza. El té del servicio de conserjería habla inglés, español, mandarín, cantonés y vietnamita.

El uso de *Care Solace* es CONFIDENCIAL. El acceso al equipo de Concierge Service es GRATUITO.

****Care Solace no es un servicio de respuesta a emergencias ni un proveedor de servicios de salud mental. En caso de una emergencia que ponga en peligro la vida, llame al 9-1-1 o a la Línea directa nacional de suicidios 1-888-628-9454. Si está interesado en buscar servicios relacionados con el asesoramiento en este momento, considere visitar www.caresolace.com/husd**

CIRCLE OF CARE

Group support and parent education for grieving families

Contact Us

CircleOfCare@EBAC.org

510.531.7551 x 3195

EBAC.org/CircleofCare



East Bay Agency for Children's Circle of Care is a unique program that supports children and their families coping with the death of a loved one. This program helps children heal and learn to cope with this traumatic experience through services for the entire family including specialized peer support groups, educational workshops, crisis support, community trainings and information and referral.

Services Offered

Peer Group Support

- Support groups are held for all family members - children and adults
- Children meet in groups by age (preschool, elementary school, and teens) and develop skills for coping through the language of play, games, arts, crafts, drama, movement and music
- Adults meet in separate groups and provide peer support
- Groups meet twice monthly

Parent Education Series

- The Resilient Parenting for Bereaved Families workshops help parents build their capabilities to parent effectively under the stress and trauma of grief
- Families are supported between workshops through take-home skill building activities and self-guided practice models
- Workshops are held every other Thursday for 10-sessions

All services are provided virtually during the COVID-19 pandemic

Circle of Care services are offered at modest cost, on a sliding scale based on financial means, although no one is turned away due to lack of funds.



Additional EBAC Services

- Intensive therapeutic services for preschoolers and for youth in special education experiencing severe emotional difficulties
- Counseling for children and youth impacted by trauma
- Outreach and enrollment for public benefits and safety net services plus family case management
- Clinical and case management services for youth at risk of juvenile justice system involvement
- Consulting with organizations to create trauma-informed policies, practices and workforce

CIRCLE OF CARE

Apoyo grupal y educación de padres para familias en duelo

Comuníquese con Nosotros

CircleOfCare@EBAC.org

510.531.7551 x 3195

EBAC.org/CircleofCare



East Bay Agency for Children's Circle of Care es un programa único que apoya a los niños y sus familias que enfrentan la muerte de un ser querido. Este programa ayuda a los niños a sanar y aprender a sobrellevar esta experiencia traumática a través de servicios para toda la familia, incluidos grupos de apoyo de pares especializados, talleres educativos, apoyo en caso de crisis, capacitaciones comunitarias e información y referencias.

Servicios que Ofrecemos

Grupo de Apoyos

- Se realizan grupos de apoyo para todos los miembros de la familia - niños y adultos
- Los niños se reúnen en grupos por edad (preescolar, escuela primaria y adolescentes) y desarrollan habilidades para afrontar la situación mediante el lenguaje del juego, las artes, la artesanía, el teatro, el movimiento y la música
- Los adultos se reúnen en grupos separados y brindan apoyo entre pares
- Los grupos se reúnen dos veces al mes
- Grupos de español disponibles

Serie de educación para padres.

- Los talleres de Crianza resiliente para familias en duelo ayudan a los padres a desarrollar sus capacidades para ser padres de manera efectiva bajo el estrés y el trauma del duelo
- Las familias reciben apoyo entre talleres a través de actividades de desarrollo de habilidades para llevar a casa y modelos de práctica autoguiados.
- Los talleres se llevan a cabo cada dos jueves durante 10 sesiones

Todos los servicios se brindan virtualmente durante la pandemia COVID-19

Los servicios de Circle of Care se ofrecen a un costo modesto, en una escala móvil basada en los medios económicos, aunque nadie es rechazado por falta de fondos.



Servicios adicionales de EBAC

- Servicios terapéuticos intensivos para niños en edad preescolar y para jóvenes en educación especial que experimentan graves dificultades emocionales
- Asesoramiento para niños y jóvenes afectados por un trauma
- Alcance e inscripción para beneficios públicos y red de seguridad
- servicios más gestión de casos familiares
- Servicios de gestión clínica y de casos para jóvenes en riesgo de involucrarse en el sistema de justicia juvenil
- Consultar con organizaciones para crear políticas, prácticas y fuerza laboral informadas sobre el trauma

Alameda County Resources

Resources to Help



Financial Resources

Organization	Info:	Contact
Bay Area Community Services (BACS)	Assistance with rental relief fund (Oakland, Hayward, and Emeryville residents)	510 613-0330
Spark Point (Stay Housed Program)	Rental subsidy program (Hayward, Union City, Newark, Fremont residents)	510-574-2003
Catholic Charities East Bay	Rental Assistance for Oakland residents	510-768-3100; 510-860-4985 www.cceb.org
One Fare Wage Emergency Fund	Cash gifts to hourly workers	https://ofwemergencyfund.org/help
The Unity Council	EDD and CalFresh assistance, utility and housing assistance, and job-related services. (English, Spanish and Mam language)	(510) 535-6101 Email: admin@unitycouncil.org ; www.unitycouncil.org/career-center
Season of Sharing	Rent & deposit assistance for families	510-272-3700; https://seasonofsharing.org/
HELP (Help & Emergency Lodging Program)	Rent & deposit assistance for single adults	(510) 259 2200; email: HoEmLodgP@acgov.org
Alameda County Social Services SSA	General Assistance (GA) and Refugee Cash Assistance (RCA)	510-263-2420 https://www.alamedasocialservices.org/public/services/financial_assistance/cash_assistance_program_for_immigrants.cfm
Centro Legal de la Raza	Emergency Rental Assistance for Alameda County residents affected by Covid-19 and other resources.	https://www.centrolegal.org/ 510-437-1554
Street Level Health Project	Assistance with AC/Oakland Emergency rental assistance application (English, Spanish and Mam Language capacity)	(510) 306-4835; http://streetlevelhealthproject.org/
CA Dept of Social Services (CDSS)	Cash Assistance Program for Immigrants (CAP)	916-651-8848; https://www.cdss.ca.gov/benefits-services
Housing Resources	Help paying rent & others	Call 211; http://211alamedacounty.org/
Fremont FRC Financial Navigation Services	Supports residents to access programs to manage financial concerns	510-574-2000; https://finnav.org/alameda
PG&E	One-time bill assistance, payment arrangement and extensions (Reach Program)	1-800-933-9677 PG&E discount (Care Program)
EBMUD Customer Assistance Program	Water bill assistance	1-866-403-2683; https://www.ebmud.com/customers/billing-questions/financial-assistance/customer-assistance-program/
Spectrum Community Center	Energy bill assistance (LIHEAP Program)	510-881-0300 ex. 216 & 510-881-0300 ex.226 https://www.spectrumcs.org/

Alameda County Resources

Resources to Help



Food Resources

Organization	Contact
Alameda County Community Food Bank	Food Helpline & CalFresh application: 510-635-3663 (Monday – Friday 9am – 4pm) Food Locator: www.foodnow.net and www.comidaahora.net
Food Distribution Services	https://covid-19.acgov.org/covid19-assets/docs/food-housing-finance/food-access-resource-list-2020.09.30.pdf
CalFresh Food Program	CalFresh Application Helpline: 1-510-272-3663 or www.getcalfresh.org Supplemental Nutrition Assistance Program (SNAP); https://www.mybenefitscalwin.org/ ; 1-800-422-9495

Health Insurance and Medication Resources

Organization/Info	Contact
Health Insurance Enrollment Assistance (Medi-CAL and other programs)	1-800-422-9495 https://www.mybenefitscalwin.org/ ; http://alamedasocialservices.org/public/index.cfm ;
Locate a doctor or health clinic close to you	https://www.alamedahealthconsortium.org/health-center/ 510 297-0230; http://www.alamedahealthsystem.org/locations/

Emotional Support/Counseling:

Organization	Contact
Alameda County Behavioral Health ACCESS	From 8:30-5:00 M-F 1-800-491-9099
Crisis Support Services of Alameda County (24 hours)	1-800-273-8255 https://covid-19.acgov.org/coping.page
Family Paths Helpline (24 hours)	1-800-829-3777



ALAMEDA COUNTY HEALTH CARE SERVICES AGENCY PUBLIC HEALTH DEPARTMENT

Colleen Chawla – Agency Director
Kimi Watkins-Tartt – Director
Nicholas Moss, MD – Health Officer

Contact
Public Health Department:
(510) 267-8000 Main Line
COVID-19 Information:
(510) 268-2101
Email: ncov@acgov.org
www.acphd.org



CLINICA DE MEDICAL Y CAL-FRESH GRATUITA

DONDE?

LA FAMILIA

**22366 Fuller Ave.
Hayward, CA 94541**

Cuarto #1

CUANDO?

**Cada Jueves
de 9:00am—4:00PM**

SOLAMENTE CON CITA

Favor de Contactar a:

Laura De Ramos 510-589-4009

O

Sarah Aristondo 510-459-1277

NUEVAS APLICACIONES, RENOVACIONES Y RECERIFICACIONES

ESTIMADO CLIENTE

Usted necesitara traer la siguiente lista de documentos el día de su entrevista.

1.-IDENTIFICACION:

Tarjeta de Residencia, Pasaporte, Licencia de conducir, etc.

2.-TARJETAS DEL SEGURO SOCIAL

3.-CERTIFICADOS DE NACIMIENTO

4.-PRUEBA DE INGRESOS

Impuestos (Las formas 1040A con el schedule C si es su propio negocio, talones de cheque, Cartas del desempleo, Pagos del Seguro Social, Talones de cheque del Seguro de Compensación por accidente en el Trabajo, etc.

5.-COMPROBANTE DE DOMICILIO

Recibos de Utilidades como PG&E, Agua, Teléfono, Recibo de Renta, etc. Solamente si estas aplicando para Cal-Fresh.

5.-PRUEBA DE EMBARAZO MOSTRANDO

LA FECHA DE ALUMBRAMIENTO SI YA VISTE A UN DOCTOR O HAZ ESTADO EN UN CONSULTORIO MEDICO



FREE MEDI-CAL & CAL-FRESH CLINIC

WHERE?

LA FAMILIA

**22366 Fuller Ave.
Hayward, CA 94541**

Room #1

WHEN?

**Every Thursday
from 9:00am—4:00PM**

THROUGH APPOINTMENTS ONLY

Please contact :

Laura De Ramos 510-589-4009

or

Sarah Aristondo 510-459-1277

NEW APPLICATIONS , RENEWALS AND RE-CERTIFICATIONS

DEAR CLIENT

You will need to bring the next list of documents the day of your appointment

1.-IDENTIFICATION:

Green Card, Passport, Drivers Licence, etc.

2.-SOCIAL SECURITY CARDS

3.-BIRTH CERTIFICATES

4.-PROOF OF INCOME

Income Tax (1040A form with schedule C if you are your own employer. Pay stub checks, Unemployment letters, Social Security payments, Workers compensation paystub checks, etc.

5.-PROOF OF ADDRESS

Utilities, Telephone bills, Rent, etc. Only if you are applying for Cal-Fresh

6.-PROOF OF PREGNANCY SHOWING THE DELIVERY DUE DATE IF YOU AL- READY SAW YOUR DOCTOR/

FINANCIAL SERVICES - Servicios financieros

Alameda County Child Support Services 866-901-3212
 Earn it, Keep It, Save it (Free Tax Preparation Help) 2-1-1
For Financial Coaching, Bank accounts, Savings, Credit Building
 Family Economic Success, Fremont Resource Center 574-2004
 Operation Hope Inc., Oakland 535-6700
 Sparkpoint, Oakland 924-3610

FOOD HELP - Ayuda con comida

Alameda County Community Food Bank 800-870-3663, 635-3663
 Emergency food, CalFresh application assistance

FOOD: WIC PROGRAMS - Los Programas de WIC

Food Assistance Program for Women, Infants and Children
 Programa de asistencia de comida para mujeres, bebés y niños
 Alameda County:
 Eastmont, Telegraph, Hayward: 595-6400 Fremont 795-2457
 Axis Community Health Center, Pleasanton 925-462-2365
 City of Berkeley 981-5360
 East Oakland Health Center 835-9610 x2270
 La Clínica de La Raza
 Fruitvale 535-4110 San Antonio 272-1500
 Native American Health Center
 Alameda 814-8440 Oakland 434-5400
 Tiburcio Vasquez - Various Locations 471-5913
 West Oakland Health Center 835-9610, x2080

FOSTER CARE - Padres de crianza

Emergency Foster Care (SSA Crisis Line) 800-309-2131
 Foster & Adoptive Parent Hotline, SSA 259-3575
 Foster Pal: FamilyPaths 800-829-3777, 893-9230
 Kinship Support Services, respite and support, referrals
 Family Support Services North County 834-2443
 Lincoln Children's Center South & East County 583-8026
 Legal Assistance for Seniors, guardianship 832-3040

HEALTH CLINICS - Clinicas de salud

P means provides comprehensive prenatal care
P significa que proporciona cuidado prenatal
For health care referrals, call Family Health Line 888-604-4636
 ACCESS (for reproductive referrals)
 Eng 800-376-4636 Span 888 422-2237
 Alta Bates Summit Perinatal Center **P** 869-8425
 Ann Chandler Health Clinic, Berkeley 981-5350
 Asian Health Services, Oakland **P** 986-6800
 Axis Community Health Centers **P**
 Livermore, Pleasanton 925-462-1755
 Berkeley Free Clinic 800-625-4642, 548-2570
 Children's Hospital Outpatient Clinic, Oakland 428-3226
 Clinica Alta Vista, Oakland (teens) **P** 535-6300
 Davis Street Primary Care Clinic, San Leandro 347-4620
 East Oakland Health Center **P** 613-2222
 Eastmont Wellness Center, Oakland **P** 567-5700
 Encore Medical Clinic for Homeless 717-5680
 FPA Womens Health, Oakland 877-883-7264
 Firehouse Clinic, Hayward (walk-in) 398-7500
 Frank Kiang Medical Center, Oakland **P** 986-6800
 Fuente Wellness Center, Ashland Youth Center 481-4556
 Hayward (formerly Winton) Wellness Center **P** 266-1700
 Healthy Oakland, Save a Life Wellness Center 444-9655
 Highland Hospital, Oakland Outpatient Clinics **P**
 Pediatrics 437-4887 Women's Urgent Care 437-4778
 La Clínica de la Raza, Oakland **P** 535-4110
 La Loma Medical Group, Oakland 261-1677
 Lifelong Medical Care **P**
 Howard Daniel Clinic, Oakland, Berkeley 981-4100
 Native American Health Center, Oakland **P** 535-4400
 Newark Wellness Center **P** 505-1600
 Planned Parenthood, various locations 300-3800
 R & K Lowe Medical Center, Oakland **P** 318-5800
 San Antonio Health Center, Oakland **P** 238-5400
 Street Level Health Project, Oakland 533-9906
 Tiburcio Vasquez Health Center **P**
 San Leandro, Hayward/Union City 471-5880
 Tri-City Health Center, Fremont **P** 770-8040
 Washington Hospital Walk-In Clinic 791-2273
 West Oakland Health Center **P** 835-9610
 Women's Center at St. Rose Hospital, Hayward 342-0020

HEALTH INSURANCE - Seguro medico

Health Insurance Technicians (HealthPAC) 800-422-9495
 Alameda Alliance for Health 877-932-2738
 Blue Cross of California 800-407-4627
 Covered California 800-300-1506
 Kaiser Permanente Child Health Program 800-255-5053
 Medi-Cal Access Program (Prenatal) 800-433-2611

HIV and AIDS - VIH, SIDA

Alameda County HIV/AIDS Resource Guide 877-424-3746
 AIDS Project of the East Bay (APEB) 663-7979
 WORLD, women's services 986-0340

HOUSING, EMERGENCY SHELTER & REPAIRS

Hogar, vivienda temporal de emergencia y reparaciones
For Emergency shelter & housing, call Eden I&R 2-1-1
 Echo Housing: Hayward 581-9380 Oakland 496-0496
 Emergency Shelter Program, 24 hour
 Hayward - Ruby's Place, 888-339-7233, Oakland 534-6030
 Family Emergency Shelter Coalition, Hayward 581-3223
 Oakland Housing Assistance Center 238-6182
Housing Repairs - Reparaciones a viviendas
 Healthy Homes, Oakland 567-8280
 Rebuilding Together, Oakland 625-0316 x104
Advocacy/defensa
 Causa Justa:: Just Cause, Oakland 836-2687
 HOPE NOW Hotline, Foreclosure Help 888-995-4673
 Tenants Together, Foreclosure Help 888-495-8020

IMMIGRANT SERVICES - Servicios para inmigrantes

Catholic Charities of the East Bay 768-3100
 East Bay Sanctuary Covenant 540-5296
 Filipino Advocates for Justice 465-9876
 International Institute of Bay Area
 Fremont 894-3639 Oakland 451-2846
 International Rescue Committee 452-8222
 Korean Community Center of the East Bay 844-828-2254
 Lao Family Community Development 533-8850
 Social Justice Initiative 992-3764
 Spanish Speaking Citizen's Foundation 261-7839
 U.S. Citizenship & Immigration Services 800-375-5283

IMMUNIZATIONS - Vacunas

Immunization Referrals for children & adults 267-3230

LEGAL SERVICES - Servicios legales

Alameda County Bar Association 302-2222 x4
 Alameda County Child Support Services 866-901-3212
 Asian Pacific Islander Legal Outreach 251-2846
 Bay Area Legal Aid 800-551-5554
 Centro Legal de la Raza 437-1554
 East Bay Community Law Center, Berkeley 548-4040
 Equal Rights Advocates 800-839-4372
 Family Violence Law Center, Oakland 208-0220
 Homeless Action Center, Berkeley 540-0878
 Legal Assistance for Seniors 832-3040
 Transgender Law Center 587-9670

MULTI-SERVICE CENTERS - Centros de servicios completos

Davis Street Community Center, San Leandro 347-4620
 Fremont Family Resource Center 574-2000

PREGNANCY SERVICES - Servicios para el embarazo

For pregnancy referrals, call Family Health Line 888-604-4636
 BirthWays, Support & Classes, Berkeley WWW.BIRTHWAYS.ORG
 Black Infant Health, classes for African Americans 618-1967
 Brighter Beginning Teen Family Support 437-8950
 CAL Works & Family Project, Paid Family Leave 800-880-8047
 DREAMS, for women who suffered fetal or infant loss 667-4333
 Healthy Families America, case management 667-3140
 Mother To Baby California, information on toxins 866-626-6847
 Nurse Family Partnership, for first time mothers 667-4311
 Women's Health Promotion, African Americans 618-2080

SMOKING CESSATION - Ayuda para dejar de fumar

California Smokers' Helpline English 800-662-8887
 Chinese 800-838-8917 Korean 800-556-5564
 Spanish 800-456-6386 Vietnamese 800-778-8440

TEEN SERVICES - Servicios para adolescentes

Asian Health Services, Oakland 986-1024
 Beyond Emancipation, Teens Timing Out 667-7694
 Boys & Girls Club, Oakland 444-8211 Alameda 522-4900
 California Youth Crisis Line 800-843-5200
 Children's Hospital Teen Clinic, Oakland 428-3387 x4
 East Oakland Youth Development Center 569-8088
 Independent Living Program 667-7696
 Native American Health Center, Oakland 479-1801
 Planned Parenthood Teen Success groups 300-3800 x3602
 REACH Ashland Youth Center 481-4551
 School-Based Health Centers, call to find location 667-7990
 Thunder Road, Substance Abuse Services 653-5040
 Tri-City Teen Clinic, Fremont 770-8131
 Youth Employment Partnership 533-3447
 Youth Uprising, leadership, arts, health and careers 777-9909

SCHOOL DISTRICT PROGRAMS FOR PARENTING TEENS - Programas de escuelas para padres adolescentes (CalSAFE)

Berkeley High School, Vera Casey Center 542-2146
 Fruitvale Academy, Oakland 536-6086
 Island High School, Alameda 748-4024 x114
 Robertson High School, Fremont 657-9155 x49111
 Tennyson High School, Hayward 723-3190 x63155
 Village High School, Pleasanton 925-426-4260
 W. P. Burke Academy, Hayward 785-9326

CHILD CARE - Cuidado infantil

4 C's, South County	582-2182 x3198
Banana Child Care Referral	658-0381
Child Care Links, referrals, Livermore	925-417-8733
Head Start 3-5 years / Early Head Start 0-3 years:	
Alameda 629-6350, Berkeley 848-9092, Emeryville 601-8674,	
Hayward 796-9512 x2, Oakland 238-3165,	
Unity Council- Oakland 533-9926	

CHILDREN'S HEALTH SERVICE - Servicios de salud para niños.

Also see HEALTH CARE / CLINICS – Refiérase a las Clínicas de Salud

For well-child exams call Family Health Line	888-604-4636
Asthma Start Program	383-5181
California Poison Control System	800-222-1222
Highway Patrol, Car Seat Help	450-3821

CHILDREN with SPECIAL NEEDS - Niños con necesidades especiales

Family Resource Network	547-7322
Building Blocks Therapeutic Preschool	434-7990
California Children's Services, CCS, OT PT	208-5970
Children's Hospital (UCSF Benioff), Oakland	
Developmental & Behavioral Pediatrics	428-3351
Neonatal Follow-up	428-3006
Speech & Language Center	925-979-3440
East Bay Agency for Children, Therapeutic Nursery	655-4896 x6103
Regional Center of the East Bay	618-6100
For behavior and development issues	
Through the Looking Glass, disabled parent or child	848-1112

COUNSELING SERVICES - Servicios de consejería

ACCESS, 24-hour line Eng/Span/Chin	800-491-9099
FamilyPaths hotline, Eng/Span	800-829-3777
A Better Way	601-0203
Alameda Family Services	629-6300
Asian Community Mental Health Services	451-6729
Brighter Beginnings Mental Health Services	903-7500
Building Hope Early Childhood Mental Health Program, BHCS	481-4203
City of Berkeley Family, youth & Children Services	981-5280
CHAA (Community Health for Asian Americans)	835-2777
Children's Hospital (UCSF Benioff) - Infant & Early Childhood Mental Health Program, Eng/Span	428-3407
Crisis Support Services - 24 hour line	800-309-2131
Jewish Family & Community Services of the East Bay	704-7475
La Clinica de la Raza, Casa del Sol Mental Health	535-6200
Pathways Counseling Center, Girls Inc.	357-5515
Portia Bell Hume Center	745-9151
Tiburcio Vasquez Health Center Behavioral Health	471-5907 x3774
West Coast Children's Oakland	269-9030

DENTAL CARE

Highland Hospital Dental Clinic	437-6575
Office of Dental Health, Healthy Kids, Healthy Teeth and	
Resources for Prenatal and Adult dental care	208-5910

DOMESTIC VIOLENCE and SEXUAL ASSAULT HELP

Ayuda para víctimas de violencia domestica y asalto sexual	
Alameda County Family Justice Center	267-8800

Also call for DV Resource Guide copies

Child Abuse Hotline (CPS)	259-1800
Shelter Referrals	2-1-1
Adult Protective Services	577-3500
A Safe Place, Oakland	536-7233
Bay Area Women Against Rape, 24-hour line	845-7273
Building Futures with Women and Children, San Leandro	

	866-292-9688
Highland Hospital Sexual Assault Center	534-9290
National Domestic Violence Hotline	800-799-7233
Ruby's Place, Hayward	888-339-7233
Safe Alternatives to Violent Environments, Fremont	794-6055
Tri-Valley Haven, Livermore	925-449-5842 or 1-800-884-8199

DRUG and ALCOHOL TREATMENT – Tratamiento para el abuso de drogas y alcohol

ACCESS, 24-hour line Eng/Span/Chin	800-491-9099
Alanon and AlaTeen	276-2270
Alcoholics Anonymous	839-8900
Narcotics Anonymous	444-4673

EMPLOYMENT SERVICES - Servicios de empleo

California Employment Development Dept.	800-300-5616
East Bay Works Career Centers, 7 locations	866-329-6757

FAMILY SUPPORT - Apoyo familiar

Child Protective Services	259-1800
FamilyPaths, Eng/Span	800-829-3777
4 C's, Parenting Classes:	Fremont 713-2557, Hayward 582-2182
Alameda Family Services, Xanthos	629-6300
Bananas Group and Counseling, North County	658-7353
Brighter Beginnings (Teens, Fathers)	903-7500
Family Health Promotion (ClubMom), select zip codes	618-2080
Help Me Grow, birth to 5 years	888-510-1211
Native American Health Center, Groups	434-5421
Tiburcio Vasquez Health Center, Family Support	471-5907 x3711

FATHERS SERVICES - Servicios para padres

Bananas Group	658-7353
Fatherhood Initiative	667-4343

TEEN PARENTING/PREGNANCY SERVICE – Servicios de apoyo para padres adolescentes

Brighter Beginnings 437-8950
Tiburcio Vasquez Family Support
Hayward, Union City 471-5907 x3711

UTILITIES – Utilidades

California Lifeline Telephone Service, English 866-272-0349
Spanish 866-272-0359 TTY 888-858-7889
PG&E CARE Program, discounts on energy bills 866-743-2273
PG&E REACH Program, bill help during crisis 800-933-9677

SAFE SURRENDER - Como entregar a su bebe de forma segura

To find a location, call 2-1-1



Newborns can be safely and legally given up at any hospital or fire station.

Recién nacidos pueden ser entregados de forma segura y legal al personal de cualquier hospital o estación de bomberos.

Prepared by the Community Forum for Perinatal Health,
a collaboration of organizations in Alameda County in
January 2018.

Funded by the Alameda County Public Health Department
WIC Program and MPCA, and Alameda Alliance for Health,
all are equal opportunity providers.

All area codes are 510 unless indicated.

**For corrections and additions, call the Family Health Line at
888-604-4636**

For copies call 268-4270

Printed January 2018

Alameda County Resource Guide

Guía de Recursos para el Condado de Alameda



For health care referrals, call Family Health Line 888-604-4636, M-F 8:30-5
Or go to WWW.ACPHD.ORG
For other needs, call 2-1-1, any time.

Para información sobre cuidado de salud, llame a la línea de salud familiar, 888-604-4636, Lunes a Viernes, 8:30-5
visite WWW.ACPHD.ORG . **Para cualquier otra ayuda**, llame al 2-1-1, a cualquier hora.

ALAMEDA COUNTY SOCIAL SERVICES AGENCY

Medi-Cal, Cal Fresh, and CalWORKs (asistencia monetaria)

General Information	888-999-4772
East Oakland, 6955 Foothill Blvd, Suite 100	383-5300
East Oakland, 8477 Enterprise Way	777-2300
Fremont, 39155 Liberty St., Suite C330	795-2428
Hayward, 24100 Amador Avenue	670-6000
Livermore, 3311 Pacific Avenue	925-455-0747
North Oakland, 2000 San Pablo Avenue	263-2420

BIRTH and DEATH CERTIFICATES

Actas de nacimiento y actas de defunción

Alameda County Clerk-Recorder's Office	272-6362
City of Berkeley Vital Records	981-5320

BREASTFEEDING HELP - Ayuda para amamantar

Also see WIC Program Listings under "Food" – Refierase a los Programas de WIC (Food-WIC Programs)

Alameda Alliance for Health (members)	747-4577
Alameda County WIC	268-4247
Axis Community Health Center WIC	925-462-2365
Blue Cross Advice Nurse (Medi-Cal members)	800-231-2999
Kaiser (members)	Oakland 752-1200, San Leandro 452-4050
La Leche League	Berkeley 898-6592, Oakland 530-5864
Native American Health Center WIC	434-5310

NARIKA **VIRTUAL SUPPORT** **GROUP**

WHEN

Tuesdays, 11:00AM to 12:30PM

WHERE

VIA ZOOM

FOR

**SURVIVORS OF
DOMESTIC VIOLENCE**



NARIKA

DISCUSSION TOPICS INCLUDE

- Understanding domestic violence (DV)
- Cycle of Power and Control
- Domestic violence in immigrant communities
- Impact of DV on women and children,
- Safety Planning
- Healthy & Unhealthy Relationships
- Community Resources
- Self-Care and Mindfulness

**Groups will be
conducted online
(Facilitator fluent in
English/Hindi/Tamil)**

Email: PROGRAMSUPPORT@NARIKA.ORG



Homeless Support

For Students in Unstable Situations

Who qualifies under the Federal McKinney-Vento (MKV) Act?

“Homeless children and youths” are individuals who lack a fixed, regular, and adequate nighttime residence, including:

Students who

- live with another family or family member due to economic hardship or loss of housing
- live in motels, hotels, trailer parks, camping grounds, emergency shelters, transitional housing
- live in cars, parks, public spaces, abandoned buildings, bus or train stations, or similar settings.



What support is available in HUSD?

Support includes, but is not limited to:

- School Enrollment & access to school programs like any student
- Referral to School based Academic and Social-Emotional Intervention
- Access to Local & County agencies and programs
- Referral to basic needs and food services

Student meeting the MKV classification criteria can expect the following support from HUSD:

- School supplies.
- Free school breakfast and lunch program.
- Help with transportation to and from school by request.
- Before and after school support services (YEP).

If you believe your child may be eligible, contact us:

Child Welfare & Attendance

www.husd.us/homeless

McKinney-Vento Liaison

24823 Soto Rd

Hayward, CA 94544

(510) 723-3857 Ext 34207



Apoyo a personas sin hogar

Para estudiantes en situaciones inestables

¿Quién puede beneficiarse de la Ley Federal McKinney-Vento?

Los "niños y jóvenes sin hogar" son individuos que no tienen una residencia nocturna fija, regular y adecuada, incluyendo:

Estudiantes que

- viven con otra familia o miembro de la familia debido a dificultades económicas o la pérdida de la vivienda
- viven en moteles, hoteles, parques de caravanas, campamentos, refugios de emergencia, viviendas de paso
- viven en coches, parques, espacios públicos, edificios abandonados, estaciones de autobús o tren, o lugares similares.



¿Qué ayuda se ofrecen en HUSD?

El apoyo incluye, pero no se limita a:

- Inscripción en la escuela y acceso a los programas escolares como cualquier estudiante
- Referencia a la intervención académica y socio-emocional basada en la escuela
- Acceso a agencias y programas locales y del condado
- Referencia a servicios de necesidades básicas y de alimentación

Los estudiantes que cumplen con los criterios de clasificación MKV pueden contar con el siguiente apoyo de HUSD:

- Material escolar.
- Programa de desayuno y almuerzo escolar gratuito.
- Ayuda con el transporte hacia y desde la escuela si se solicita.
- Servicios de apoyo antes y después de la escuela (YEP).

Si usted cree que su hijo puede ser elegible, póngase en contacto con nosotros:

Bienestar de niños y asistencia

www.husd.us/homeless

Representante de McKinney-Vento

24823 Soto Rd

Hayward, CA 94544

(510) 723-3857 Ext 34207



¡Bienvenidos!

El Distrito Escolar Unificado de Hayward le ha otorgado una licencia a Frontline Health Portal para que le proporcione un conveniente acceso en línea las 24 horas a la información del expediente médico de su hijo/a. Mediante el uso de un nombre de usuario y una contraseña seguros, puede ver información médica seleccionada por el distrito, comunicarse con nuestro personal de salud y bienestar, revisar/firmar formularios e incluso proporcionarle al distrito nueva información recibida por su hijo de servicios médicos externos.

Nota: El expediente médico del alumno forma parte de su expediente educativo en el Distrito Escolar. La privacidad de estos expedientes está protegida por la ley federal (según la Ley de Derechos Educativos y Privacidad de las Familias, Título 20 del Código de los Estados Unidos [U.S.C.], Sección 1232g) y la ley estatal. Si usted sabe que no debería tener acceso al expediente educativo del alumno, no se registre para obtener acceso a Health Portal (el portal de salud).

ACTIVACIÓN DE LA CUENTA

La activación de la cuenta puede realizarse a través de nuestra aplicación para dispositivos móviles o computadora. (*Nota: No es necesario que se inscriba por separado para obtener acceso a ambas opciones).



Para dispositivos móviles, ingrese a la App Store de Apple o las aplicaciones de Android en Google Play, busque “Frontline Health Portal” y descargue la aplicación.



Para computadoras, seleccione el siguiente enlace para abrir la pantalla de inicio de sesión del Health Portal:

[Enlace de inicio de sesión](#)

Deberá activar su cuenta como familia con la dirección de correo electrónico personal que se proporcionó al distrito escolar durante la inscripción del alumno en el distrito. (*Si ambos padres/tutores proporcionaron sus direcciones de



correo electrónico al distrito escolar, puede usar una de las direcciones de correo electrónico para iniciar una cuenta o ambas direcciones para iniciar más de una cuenta).

Complete los siguientes pasos para continuar con su activación:

Pantalla de inicio de sesión del Health Portal

En la pantalla de inicio de sesión del Health Portal, seleccione “Activate Account” ubicada debajo del cuadro de inicio de sesión para abrir la pantalla “1 Activate your account”.

Paso 1: Contraseña temporal (activación de su cuenta)

Ingrese la dirección de correo electrónico principal que le proporcionó al Distrito. Seleccione el botón azul “Send me a temporary password”. Verá una marca de verificación de color verde y un mensaje de confirmación que indicará que se envió el correo electrónico de contraseña temporal con el Asunto: “Your temporary password for Frontline Health Portal”. (Revise la carpeta de correo no deseado de su correo electrónico si no recibe el mensaje en el plazo de 10 a 15 minutos).

En el correo electrónico de la contraseña, encontrará una contraseña temporal y un enlace para terminar la activación de su cuenta. Copie la contraseña temporal o consúltela. Haga clic en este enlace para volver al inicio de sesión del Health Portal. Ingrese su nombre de usuario (el correo electrónico personal proporcionado al distrito escolar) y la contraseña temporal.

PASO 2: Actualización de la contraseña

Después de seleccionar el botón Log in, actualice su contraseña siguiendo el proceso de cambio de contraseña.

PASO 3: Términos de uso

Cuando se haya actualizado su contraseña, procederá con los Términos de uso del Portal.

Revise los Términos de uso y el Acuerdo de servicios electrónicos (ESA) del Frontline Portal en la pantalla, luego haga clic en la casilla de verificación junto a “I have read and agree to the Terms of Use and Electronic Service Agreement” (He leído y acepto los Términos de uso y el Acuerdo de servicios electrónicos) e ingrese su nombre en el campo. Seleccione el botón “Agree & Sign” para completar el paso.

PASO 4: Asignar estudiantes

En el cuadro Familias, haga clic en “Continue to Assign Students” para abrir la pantalla “4 Assign student(s) to your account”. (*Nota: si es personal con un estudiante inscrito en el distrito, puede hacer clic en esta opción para agregar sus estudiantes).

Se le solicitará que asigne a los alumnos a su cuenta. Tendrá que proporcionar la siguiente información para cada niño:

- Apellido del alumno



- ID escolar del alumno (asignada por el Distrito)
- Fecha de nacimiento del alumno

Para inscribir a más niños, quédese en este paso y proporcione la información del niño, y luego haga clic en “Add this student”.

Continúe este paso hasta que todos sus hijos estén registrados, luego seleccione “I’m done adding students” para completar la activación de la cuenta.

PASO 5: Cuenta activada

Seleccione “Take me to Frontline Health Portal” para abrir el Health Portal.

Utilice la aplicación móvil del Frontline Health Portal or

https://app.HealthOfficePortal.com/SHM_Hayward_Unified_School_District/Portal/Login.aspx

¿Aún tiene preguntas o necesita apoyo adicional?

Revise los Consejos de resolución de problemas para las familias en la próxima página

Visite nuestro Centro de Ayuda para Familias y Personal:
<https://healthportal-help.frontlineeducation.com>

Comuníquese con el Distrito a: [510-784-2600 x72701 or tech-help@husd.k12.ca.us]



Consejos de resolución de problemas para familias

Problema: “No pudimos enviar un correo electrónico a la dirección proporcionada”.

- Envíe un mensaje de correo electrónico al distrito (tech-help@husd.k12.ca.us) con su nombre y apellido, los nombres y apellidos del/de los niño(s) y la dirección de correo electrónico correcta que deben tener en archivo.

Problema: No ha llegado el correo electrónico de contraseña temporal después de 15 minutos.

- Informe al distrito (tech-help@husd.k12.ca.us) que no ha recibido su correo electrónico de contraseña temporal.
- Use la contraseña temporal que el distrito le da para iniciar sesión en el Portal.
- Su nombre de usuario es el correo electrónico personal que le proporcionó al distrito escolar y que usted utilizó para activar la cuenta del portal.

Problema: “No pudimos agregar a este alumno a su cuenta del Health Portal”.

- Confirme que ha escrito correctamente el apellido del alumno y que tiene la ID de alumno y la fecha de nacimiento correcta.
- Comuníquese con el Distrito (510-784-2600 x72701 or tech-help@husd.k12.ca.us) y proporcione la información del alumno (ID de alumno, Nombre del alumno, Apellido del alumno, Segundo nombre del alumno, Fecha de nacimiento, Sexo, Nivel de educación primaria, Escuela primaria, Dirección del hogar).



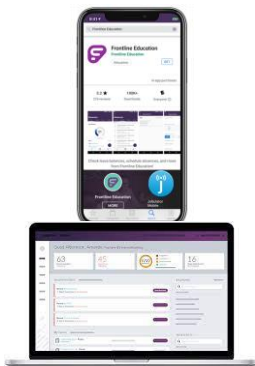
Welcome!

Hayward Unified School District has licensed the Frontline Health Portal to allow students and staff to complete the Daily COVID Health Screener online prior to arriving on campus. Completion of the Daily Health Screener is mandatory for all staff and students that will be on campus during the day. You can complete the Daily Health Screener either through the Frontline web portal or via the Frontline Health Portal mobile app.

Note: Your student's health record is part of his/her educational record at HUSD. The privacy of these records is protected by federal law (per the Family Educational Rights and Privacy Act, 20 U.S.C. §1232g) and state law. If you are aware that you should not have access to your student's educational record, do not register for access to the Health Portal.

ACCOUNT ACTIVATION

Account activation can be completed via our Mobile or Desktop application. (*Note, you do not need to register separately to gain access to both options.)



For Mobile, visit the Apple App Store or Android Apps on Google Play, search for “**Frontline Health Portal**”, & download the app.

For Desktop, please select the following link to open the Health Portal Login screen:

[Click HERE for Health Portal Login](#)

You will need to activate your account as a family **with your personal email that was provided to the school district during your student registration with the district.** (*If both parents/guardians provided their emails to the school district, you may use one of the emails to start one account or both emails to start more than one account.)

Complete the following steps to continue your activation:



Health Portal Login Screen

On the Health Portal Login screen, select “Activate Account” located below the Login box to open the “1 Activate your account” screen.

Step 1: Temporary Password (Activate your account)

Enter your **primary email that you have provided to the District**. Select the blue button “Send me a temporary password.” You will see a green checkmark and confirmation message, indicating that a temporary password email has been sent with the Subject: “Your temporary password for Frontline Health Portal.” (Please check your email’s spam folder if you have not received the email in 10-15 minutes.)

Within the password email, there is a temporary password and link to finish activating your account. Copy the temporary password or refer to it. Click on this link to go back to the Health Portal Login. Enter your Username (the personal email that was provided to the school district) and the temporary password.

STEP 2: Update Password

After you select the Login button, update your password, following the password change process.

STEP 3: Terms of Use

When your password has been updated, you will continue to the Portal Terms of Use.

Review the Frontline Portal Terms of Use and Electronic Services Agreement (ESA) on the screen, then click the checkbox beside “I have read and agree to the Terms of Use and Electronic Service Agreement” and enter your name in the field. Select the “Agree & Sign” button to complete the step.

STEP 4: Assign Students

In the Families box, click “Continue to Assign Students” to open the “4 Assign student(s) to your account” screen. (*Note: If you are staff with a student enrolled at the district, you can click this option to add your students.)

You will be prompted to assign student(s) to your account. You will need to provide the following information for each child:

- Student Last Name
- Student School ID (this is their lunch number, contact the school if you don’t know the number)
- Student Date of Birth

To register additional children, remain on this step and provide the child’s information, then click “Add this student.”



Continue this step until all your children are registered, then select “I’m done adding students” to complete account activation.

STEP 5: Account Activated

Select “Take me to Frontline Health Portal” to open the Health Portal.

Please use the Frontline Health Portal Mobile app or

https://app.HealthOfficePortal.com/SHM_Hayward_Unified_School_District/Portal/Login.aspx

Still have questions or need additional support?

- Check the Troubleshooting Tips for Families below
- Visit Frontline’s Help Center for Families & Staff:
<https://healthportal-help.frontlineeducation.com>
- Contact HUSD at 510-784-2600 x72701 or tech-help@husd.k12.ca.us

Once the account is activated, you will be able to login to the site/app to perform the Daily Health Screening. Please complete the Health Screener for your children prior to their arrival on all days that they will be present at a Hayward Unified school site.

Once you submit the Screener the results will be transmitted to the school and you will be presented with the results screen:



Green check: Your child can attend school that day.



Red warning symbol: Child should remain at home. You should contact the school site to report the absence. You will be contacted by the district to determine next steps. Your child should not return to school until you have been cleared by district staff.



Troubleshooting Tips for Families

Issue: “We were unable to send an email to the address you provided.”

- Email tech-help@husd.k12.ca.us with your first and last name, child/children’s first and last names, and the correct email that should be on file.

Issue: Temporary password email has not shown up after 15 minutes.

- Inform the district (tech-help@husd.k12.ca.us) that you have not received your temporary password email.
- Use the temporary password that the district gives you to login to the Portal.
- Your Username is the personal email that was provided to the school district and that you used to activate the portal account.

Issue: “We were unable to add this student to your Health Portal account.”

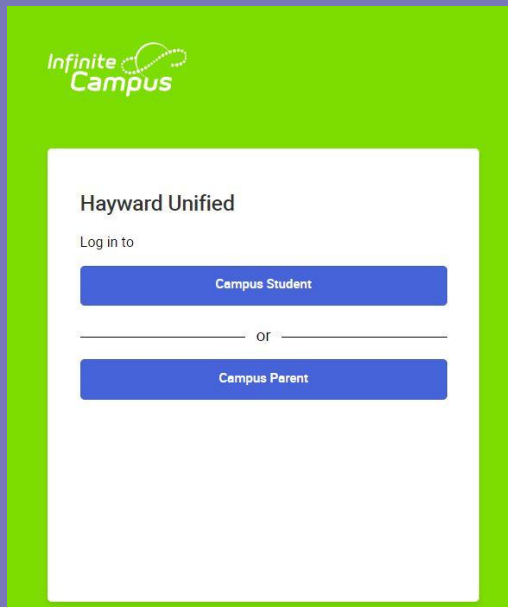
- Confirm you have spelled the student’s last name correctly, have the correct Student ID, and the correct date of birth.
- Contact District by calling 510-784-2600 x72701 or emailing tech-help@husd.k12.ca.us and provide Student information (Student ID, Student First Name, Student Last Name, Student Middle Name, DOB, Gender, Primary Grade Level, Primary School, Home Address)



INFINITE CAMPUS

PARENT PORTAL

HUSD can now collect all necessary documents and emergency contact information online. We are excited to be able to offer this feature for the safety of parents, students, and staff.



HAVING AN EMAIL WILL BE IMPORTANT

You need to have an email to activate your Infinite Campus account. Click [HERE](#) for a guide to help you create an email account.

WHAT IS INFINITE CAMPUS?

Infinite Campus is the main online system used by HUSD to collect student and family information in one central place.

WHY IS IT IMPORTANT?

- Offers a paperless way to complete the annual update (parent permissions, medical information, emergency cards, etc.) for your student
- Provides access to your student's schedule, test scores, and attendance, and grades (7-12 grade only)
- Helps HUSD collect contact information so we can keep you updated throughout the year with important announcements via emails, calls, and texts
- Allows you to review and correct student information

HOW CAN I GET HELP?

1. VISIT WWW.HUSD.US/INFINITECAMPUS
2. EMAIL PORTALHELP@HUSD.K12.CA.US
3. RECEIVE IN-PERSON SUPPORT:

**PARENT RESOURCE HUB, MULTIPURPOSE RM.
24823 SOTO ROAD, HAYWARD, 94544**

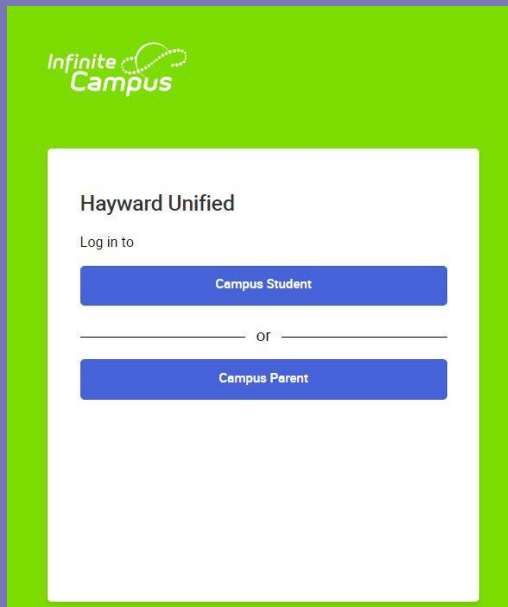
**THURSDAY, AUGUST 6-FRIDAY, AUGUST 14
10AM-12PM, 2PM-4PM**



INFINITE CAMPUS

PORTAL PARA PADRES

HUSD ahora puede recopilar todos los documentos necesarios y la información de contacto de emergencia en línea. Estamos entusiasmados de poder ofrecer esta función para la seguridad de los padres, los alumnos y el personal.



TENER UN CORREO ELECTRÓNICO SERÁ IMPORTANTE

Necesita tener un correo electrónico para activar su cuenta Infinite Campus. Haga clic [AQUÍ](#) para una guía que lo ayudará crear una cuenta de correo electrónico.

¿QUÉ ES INFINITE CAMPUS?

Infinite Campus es el principal sistema en línea utilizado por HUSD para recopilar información de estudiantes y familias en un lugar central.

¿POR QUÉ ES IMPORTANTE?

- Ofrece una forma digital de completar la actualización anual (permisos de los padres, información médica, tarjetas de emergencia, etc.) para su estudiante
- Brinda acceso al horario de su estudiante, puntajes de exámenes, asistencia y calificaciones (solo grados 7-12)
- Ayuda a HUSD obtener su información de contacto para que podamos mantenerlo actualizado durante todo el año con anuncios importantes a través de correos electrónicos, llamadas y mensajes de texto
- Le permite revisar y corregir la información del estudiante

¿CÓMO PUEDO OBTENER AYUDA?

1. VISITE WWW.HUSD.US/INFINITECAMPUS
2. ESCRIBIRNOS AL PORTALHELP@HUSD.K12.CA.US
3. PARA RECIBIR APOYO EN PERSONA:

**PARENT RESOURCE HUB, MULTIPURPOSE RM.
24823 SOTO ROAD, HAYWARD, 94544**

**JUEVES, 6 DE AGOSTO-VIERNES, 14 DE AGOSTO
10AM-12PM, 2PM-4PM**



FAMILY TECHNOLOGY SUPPORT

How to get Support:

.....

Phone Hours of operation:

M,T,TH,F from 9am -4pm
&

Weds: 11am-2pm

510-784-2600 ext. 72701

Email: tech-help@husd.k12.ca.us
(Responses from: 9am-4pm)

.....

Also, join us for:

Zoom office hours :Weds 9-10am & 3-4pm

Zoom link: www.husd.us/FTS

Area of support: Infinite Campus parent portal, Frontline Health Screener, Chromebooks, Hotspots & District issued devices.



APOYO TECNOLÓGICO PARA FAMILIAS

Cómo obtener apoyo:

.....
Horas telefónicas de operación:

L,M,J,V de 9am -4pm
&

Miércoles: 11am-2pm

510-784-2600 **ext. 72701**

Email: tech-help@husd.k12.ca.us
(respuestas de: 9am-4pm)

.....
Tambien, unese con nosotros por:

Horario de oficina por Zoom :

Miércoles 9-10am & 3-4pm

Enlace de Zoom: www.husd.us/FTS

Área de apoyo: Infinite Campus portal para padres, evaluador de salud Frontline, Chromebooks, Hotspots, y aparato emitidos por el distrito.



SITE VISITOR?
Complete this Form:



**Health Portal Online
Self-Assessment Tool:**



**Frontline Health Portal
iOS Download:**



**Frontline Health Portal
App Store Download:**



Made in
Hayward

Ready to Return!

COVID Health Self-Assessment Questions

- ☒ In the past 10 days, were you diagnosed with COVID-19, or did you have a test confirming that you had the virus?
- ☒ Do you live in the same household with someone who has been in isolation or who had a positive test for COVID-19 within the last 14 days?
- ☒ Within the past 10 days have you had close contact with anyone in the household who was diagnosed with COVID-19 or who had a test confirming they had the virus?
- ☒ Does the student live in the same household with someone who is or has been experiencing symptoms and are awaiting the results of a COVID-19 test?
- ☒ Within the last 14 days, have you had close contact with someone outside the household who was diagnosed with COVID-19 or who had a test confirming they have the virus?
- ☒ Does anyone in the household currently have any of these symptoms or a *fever? *A fever is a temperature of 100°F (37.8°C) or higher.
- ☒ Since you were last at the school site (or in the last 10 days if you have not been at school in the last 10 days) have you had any of these symptoms, new or different from what you normally have, or not explained by another reason:



Shortness of breath or difficulty breathing?
Sore throat?
Fever (over 100°F) or chills?
New loss of taste or smell?
Nausea or vomiting?
Cough?
Diarrhea?
Headache?

Did you answer “Yes” to any of the above questions?



Yes - Do not come or enter the school.



No - You are cleared to enter the school.





FAMILY ENGAGEMENT


FOR MORE INFORMATION
ABOUT THE HAYWARD UNIFIED SCHOOL DISTRICT'S
FAMILY ENGAGEMENT PROGRAMS AND INITIATIVES VISIT

WWW.HUSD.K12.CA.US/PARENTUNIVERSITY

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Parent University Hayward 

HaywardParent - Twitter 

Download the Parent University App

Search HUD Parent Univeristy

