

# Glassbrook Elementary

## 2021 School Accountability Report Card

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](http://www.cde.ca.gov/fg/aa/lc/)

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



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

#### California School Dashboard



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

#### Internet Access

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

## 2021-22 School Contact Information

<b>School Name</b>	Glassbrook Elementary
<b>Street</b>	975 Schafer Rd.
<b>City, State, Zip</b>	Hayward, CA 94544-3614
<b>Phone Number</b>	(510) 723-3835
<b>Principal</b>	Tatiana Peugnet, Ed. D.
<b>Email Address</b>	tpeugnet@husd.k12.ca.us
<b>School Website</b>	<a href="https://gbk-haywardusd-ca.schoolloop.com/">https://gbk-haywardusd-ca.schoolloop.com/</a>
<b>County-District-School (CDS) Code</b>	01611926000988

## 2021-22 District Contact Information

<b>District Name</b>	Hayward Unified School District
<b>Phone Number</b>	(510) 784-2600
<b>Superintendent</b>	Matt Wayne, Ed. D.
<b>Email Address</b>	mwayne@husd.k12.ca.us
<b>District Website Address</b>	www.husd.k12.ca.us

## 2021-22 School Overview

The mission of Glassbrook Elementary is to ensure academic success and personal well-being for all students by using data, shared responsibility, rigorous expectations, and best practices.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	64
Grade 1	74
Grade 2	66
Grade 3	67
Grade 4	79
Grade 5	63
Grade 6	94
<b>Total Enrollment</b>	<b>507</b>

## 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.3
Male	50.7
Asian	4.7
Black or African American	3
Filipino	1
Hispanic or Latino	84.6
Native Hawaiian or Pacific Islander	1.8
Two or More Races	2
White	3
English Learners	55
Homeless	0.6
Socioeconomically Disadvantaged	76.7
Students with Disabilities	11.4

### A. Conditions of Learning

#### State Priority: Basic

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

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

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

## 2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	
<b>Intern Credential Holders Properly Assigned</b>	
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	
<b>Unknown</b>	
<b>Total Teaching Positions</b>	

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

## 2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
<b>Permits and Waivers</b>	
<b>Misassignments</b>	
<b>Vacant Positions</b>	
<b>Total Teachers Without Credentials and Misassignments</b>	

## 2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	
<b>Local Assignment Options</b>	
<b>Total Out-of-Field Teachers</b>	

## 2019-20 Class Assignments

Indicator	2019-20
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All textbooks and materials are current, in good condition and available to all students.

Year and month in which the data were collected

January 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	C2010, Benchmark Adelante/Advance, (English & Spanish)	Yes	0%
<b>Mathematics</b>	K- 5 Grade: Houghton Mifflin Harcourt, Math Expressions, c2015 (English & Spanish) 6th Grade: Glencoe/McGrawHill, California Math Course 1, c2015	Yes	0%
<b>Science</b>	Pearson Scott Foresman, Pearson Scott Foresman California Science, c2008 (English & Spanish)	Yes	0%
<b>History-Social Science</b>	Pearson Scott Foresman, Scott Foresman History-Social Science for California, c2006 (English & Spanish)	Yes	0%

## School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report

2021

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

## Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

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

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

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

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	299	NT	NT	NT	NT
<b>Female</b>	140	NT	NT	NT	NT
<b>Male</b>	159	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	14	NT	NT	NT	NT
<b>Black or African American</b>	--	NT	NT	NT	NT
<b>Filipino</b>	--	NT	NT	NT	NT
<b>Hispanic or Latino</b>	259	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	--	NT	NT	NT	NT
<b>Two or More Races</b>	--	NT	NT	NT	NT
<b>White</b>	--	NT	NT	NT	NT
<b>English Learners</b>	155	NT	NT	NT	NT
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	NT	NT	NT	NT
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	239	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	22	NT	NT	NT	NT
<b>Students with Disabilities</b>	39	NT	NT	NT	NT



## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	299	NT	NT	NT	NT
Female	140	NT	NT	NT	NT
Male	159	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	14	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	259	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	155	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	239	NT	NT	NT	NT
Students Receiving Migrant Education Services	22	NT	NT	NT	NT
Students with Disabilities	39	NT	NT	NT	NT

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

All Students	300	227	76	24	11
Female	140	105	75	25	14
Male	160	122	76	24	7
American Indian or Alaska Native	0	NA	NA	NA	NA
Asian	14	10	71	29	20
Black or African American	8	2	25	75	0
Filipino	2	2	100	0	100
Hispanic or Latino	260	204	78	22	9

<b>Native Hawaiian or Pacific Islander</b>	5	4	80	20	0
<b>Two or More Races</b>	4	2	50	50	0
<b>White</b>	7	3	43	57	33
<b>English Learners</b>	156	125	80	20	2
<b>Foster Youth</b>	0	NA	NA	NA	NA
<b>Homeless</b>	1	1	100	0	0
<b>Military</b>	0	NA	NA	NA	NA
<b>Socioeconomically Disadvantaged</b>	238	183	77	23	10
<b>Students Receiving Migrant Education Services</b>	22	19	86	14	0
<b>Students with Disabilities</b>	39	16	41	59	13

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

<b>All Students</b>	300	241	80	20	9
<b>Female</b>	140	113	81	19	7
<b>Male</b>	160	128	80	20	10
<b>American Indian or Alaska Native</b>	0	NA	NA	NA	NA
<b>Asian</b>	14	11	79	21	27
<b>Black or African American</b>	8	3	38	63	0
<b>Filipino</b>	2	2	100	0	100
<b>Hispanic or Latino</b>	260	214	82	18	7
<b>Native Hawaiian or Pacific Islander</b>	5	4	80	20	0
<b>Two or More Races</b>	4	2	50	50	0
<b>White</b>	7	5	71	29	0
<b>English Learners</b>	156	136	87	13	1
<b>Foster Youth</b>	NA	NA	NA	NA	NA
<b>Homeless</b>	1	1	100	0	0
<b>Military</b>	0	NA	NA	NA	NA
<b>Socioeconomically Disadvantaged</b>	238	196	82	18	8
<b>Students Receiving Migrant Education Services</b>	22	17	77	23	6
<b>Students with Disabilities</b>	39	16	41	59	13

\*At or above the grade-level standard in the context of the local assessment administered.

## CAASPP Test Results in Science for All Students

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

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A	NT	N/A	--	N/A	28.72

## 2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	62	NT	NT	NT	NT
<b>Female</b>	22	NT	NT	NT	NT
<b>Male</b>	40	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	NT	NT	NT	NT
<b>Black or African American</b>	--	NT	NT	NT	NT
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	51	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	--	NT	NT	NT	NT
<b>Two or More Races</b>	--	NT	NT	NT	NT
<b>White</b>	--	NT	NT	NT	NT
<b>English Learners</b>	31	NT	NT	NT	NT
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	52	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	--	NT	NT	NT	NT
<b>Students with Disabilities</b>	--	NT	NT	NT	NT

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

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

#### 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## C. Engagement

### State Priority: Parental Involvement

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

#### 2021-22 Opportunities for Parental Involvement

Glassbrook Elementary is committed to providing a variety of opportunities for parents to involve themselves in their child's education. We believe that by creating positive working relationships between educators and parents in all ethnic groups students will reach their full potential with a consistent message between school and home. Glassbrook Elementary is also committed to build capacity for parental involvement by providing opportunities in leadership roles, such as SSC, ELAC, SBDM, Parent Ambassador Program.

Due to COVID and school closures, Glassbrook operated under distance learning in the 2020-2021 school year. Although technology was challenging at first, we were able to increase our attendance to parent meetings and events significantly due to the convenience of meeting virtually from home. Prior to zoom we had an average attendance of 10-20 parents during meetings. During the pandemic, we increased that number to 60-80 parents per meeting.

Glassbrook engaged caregivers in the participation of focus groups. We invited 1-2 parents from each classroom to provide feedback in our practice and input on how we can improve our practice. Parents, teachers and school leaders engaged in rich conversations that triggered a series of changes based on the feedback from parents. We would like to formalize this practice and make this an annual event.

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	526	524	84	16.0
Female	260	258	36	14.0
Male	266	266	48	18.0
American Indian or Alaska Native	0	0	0	0.0
Asian	28	28	4	14.3
Black or African American	17	17	7	41.2
Filipino	5	5	0	0.0
Hispanic or Latino	440	438	65	14.8
Native Hawaiian or Pacific Islander	9	9	2	22.2
Two or More Races	11	11	3	27.3
White	16	16	3	18.8
English Learners	341	341	53	15.5
Foster Youth	0	0	0	0.0
Homeless	3	3	0	0.0
Socioeconomically Disadvantaged	410	408	65	15.9
Students Receiving Migrant Education Services	36	36	4	11.1
Students with Disabilities	67	67	15	22.4

### C. Engagement

#### State Priority: School Climate

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

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

## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	9.91	0.00	4.62	0.01	3.47	0.20
<b>Expulsions</b>	0.00	0.00	0.09	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	1.27	3.48	2.45
<b>Expulsions</b>	0.00	0.05	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0.00	0.00
<b>Female</b>	0.00	0.00
<b>Male</b>	0.00	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	0.00	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	0.00	0.00
<b>English Learners</b>	0.00	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	0.00	0.00
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	0.00	0.00

## 2021-22 School Safety Plan

At the time of the latest review of the School Site Safety Plan, all revisions were communicated to both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. The 2020-2021 school year was conducted through distance learning. Meaning students did not come on campus and teaching was done virtually. Technology safety was a priority and all teachers learned to protect their virtual classrooms by creating secured links and enabling waiting rooms for verification.

We did not have any emergency drills due to the limitation of distance learning. However, in Spring when students returned in person, we provided the necessary PPE to students and staff (i.e. masks, shields, hands sanitizer, etc.). We also implemented isolation protocols in case we had any student reporting to school with COVID-like symptoms.

During the 2020-21 school year, all of the necessary safety, health and sanitizing protocols were put in place to ensure that staff and visitors to campus remain as safe as possible during the COVID-19 Shelter in Place status of our school.

In May 2021 HUSD opened for in person learning opportunities at all sites. HUSD developed district wide safety plans with schools also having plans specific to their site. The "Ready to Return" In-Person Learning Safety Plan was created in April 2021 that addressed questions/guidelines regarding face masks, daily health screenings using the Frontline Health Portal, social distancing, and cleaning procedures. Notifications of the plans were sent out to all staff and families. It was posted on the district/school websites for the entire HUSD community to access.

## D. Other SARC Information

### Information Required in the SARC

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

## 2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24	1	3	
1	25		2	
2	25		3	
3	21	2	1	
4	29		3	
5	33		1	1
6	30		2	
Other	11	2		

## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23		3	
1	24		2	
2	25		2	
3	26		3	
4	28		2	
5	31		1	1
6	31		1	
Other	20	2	1	

## 2020-21 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	2	1	
1	23		3	
2	25		2	
3	38		1	1
4	27		2	
5	31		2	
6	30		2	
Other	18	2	2	

## 2020-21 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	



## 2020-21 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	3.2

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7,478.25	\$1,960.73	\$5,517.52	\$108,087.41
District	N/A	N/A	\$7,750.00	
Percent Difference - School Site and District	N/A	N/A	-33.7	-8.5
State			\$8,444	\$86,376
Percent Difference - School Site and State	N/A	N/A	-41.9	22.3

## 2020-21 Types of Services Funded

The Local Control Formula Funds are used to ensure all students graduate college and/or career ready. Our district ensures that all students have access to a broad curriculum. In addition, students work towards mastering the Common Core State Standards. We do this by having a focus on equity in which we center students and engage in professional development experiences that are authentic based on equity and inquiry for teachers and staff working with students. During distance learning we developed learning kits that promoted STEAM activities, providing students with rigorous yet engaging learning during a challenging time in education.

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>		\$52,562
<b>Mid-Range Teacher Salary</b>		\$83,575
<b>Highest Teacher Salary</b>		\$104,166
<b>Average Principal Salary (Elementary)</b>		\$131,875
<b>Average Principal Salary (Middle)</b>		\$137,852
<b>Average Principal Salary (High)</b>		\$150,626
<b>Superintendent Salary</b>		\$260,243
<b>Percent of Budget for Teacher Salaries</b>	36%	34%
<b>Percent of Budget for Administrative Salaries</b>	6%	5%

## Professional Development

As part of our learning path and growth, opportunities for training and staff development are provided at both the district and individual school sites to administrators, teachers, and classified staff. Teachers participate in three full professional development days each year, with an additional two days offered this year to support the transition to Distance Learning. These days are planned by the site Instructional Leadership team of teachers and administrators and the focus is on site goals, in our case, equity. The school site offers additional half-day professional learning sessions throughout the year. For the 2019-2020 school year we focused on ourselves and our relationship with race, in 2020-2021 we focused on how racism, oppression and white privilege show up in ourselves and our practice.

Content for the site directed half days are determined through site committees such as SBDM, ILT, and School Site Council. The district and school site also offer a variety of professional development opportunities, the topics offered are determined by data from a variety of sources. These data may be CAASPP results, California Healthy Kids Survey results, school discipline data, or others specific to content areas or to address the needs of students with disabilities or social emotional concerns. The Professional Development focus for 2020-21 is Culturally Responsive Teaching, Restorative Practices, and AntiBias/Anti-Racist teaching practices. In professional learning communities by grade teachers are also exploring other topics with coaches such as Project Based Learning.

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

Subject	2019-20	2020-21	2021-22
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	3	5	6

# Hayward Unified School District

## 2020-21 Local Accountability Report Card (LARC) Addendum

### Local Accountability Report Card (LARC) Addendum

#### 2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Student Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

#### 2021-22 District Contact Information

<b>District Name</b>	Hayward Unified School District
<b>Phone Number</b>	(510) 784-2600
<b>Superintendent</b>	Matt Wayne, Ed. D.
<b>Email Address</b>	mwayne@husd.k12.ca.us
<b>District Website Address</b>	www.husd.k12.ca.us

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	10474	NT	NT	NT	NT
<b>Female</b>	5010	NT	NT	NT	NT
<b>Male</b>	5464	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	20	NT	NT	NT	NT
<b>Asian</b>	819	NT	NT	NT	NT
<b>Black or African American</b>	885	NT	NT	NT	NT
<b>Filipino</b>	675	NT	NT	NT	NT
<b>Hispanic or Latino</b>	6977	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	338	NT	NT	NT	NT
<b>Two or More Races</b>	421	NT	NT	NT	NT
<b>White</b>	339	NT	NT	NT	NT
<b>English Learners</b>	3140	NT	NT	NT	NT
<b>Foster Youth</b>	36	NT	NT	NT	NT
<b>Homeless</b>	660	NT	NT	NT	NT
<b>Military</b>	--	NT	NT	NT	NT
<b>Socioeconomically Disadvantaged</b>	6894	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	203	NT	NT	NT	NT
<b>Students with Disabilities</b>	1392	NT	NT	NT	NT

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	10474	NT	NT	NT	NT
<b>Female</b>	5010	NT	NT	NT	NT
<b>Male</b>	5464	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	20	NT	NT	NT	NT
<b>Asian</b>	819	NT	NT	NT	NT
<b>Black or African American</b>	885	NT	NT	NT	NT
<b>Filipino</b>	675	NT	NT	NT	NT
<b>Hispanic or Latino</b>	6977	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	338	NT	NT	NT	NT
<b>Two or More Races</b>	421	NT	NT	NT	NT
<b>White</b>	339	NT	NT		NT
<b>English Learners</b>	3140	NT	NT	NT	NT
<b>Foster Youth</b>	36	NT	NT	NT	NT
<b>Homeless</b>	660	NT	NT	NT	NT
<b>Military</b>	--	NT	NT	NT	NT
<b>Socioeconomically Disadvantaged</b>	6894	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	203	NT	NT	NT	NT
<b>Students with Disabilities</b>	1392	NT	NT	NT	NT