

Treeview Elementary School

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/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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/ 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/ 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

School Name	Treeview Elementary School
Street	30565 Treeview St.
City, State, Zip	Hayward, CA 94544-7458
Phone Number	(510) 723-3925
Principal	Mr. Guillermo Morales
Email Address	gm238@husd.k12.ca.us
School Website	
County-District-School (CDS) Code	01611926001192

2021-22 District Contact Information

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

2021-22 School Overview

The mission of Treeview Elementary School is to create an environment where greatness is expected and nurtured. Despite the challenges of virtual learning duringg a global pandemic, Treeview continued to provide students with the tools and skills needed to be college and career ready by promoting student success, organizational skills, and learning strategies. Treeview's priorities are aligned with the Hayward Unified School District's Strategic Plan focused on deeper learning, relationship-centered schools, service excellence and operational sustainability.

Deeper Learning. Treeview increases opportunities for all students to think critically and master academic content. AVID strategies can be found being used in Treeview classrooms to increase student engagement and deeper learning experiences. Imagine Learning and Imagine Math platforms are used by all students to provide early intervention in literacy and math as well as enrichment in literacy and math.

Relationship-Centered Schools. Treeview increases student access to social-emotional support through training and partnerships. Treeview staff is trained in Positive Behavior Intervention and Supports (PBIS) and Sanford Harmony SEL Program. Our partnership with Stars Inc. clinicians and HPD Youth & Family Services Bureau allows us to expand our social-emotional support of students. Our Family Engagement Specialist (FES) helps expand parent education and engagement with the school.

Service Excellence. Treeview thrives on providing a positive experience for our students, teachers, parent and community. Our welcoming environment starts in our main office where all are greeted by an office staff trained to provide quality service to all.

Operational Sustainability. Treeview has created safety and technology plans that are equitable and sustainable. Our Safety Committee conducts yearly safety plan analysis and training for safety and emergencies. Our Site Based Decision Making (SBDM) team and School Site Council (SSC) have created a need-based, equitable technology plan allowing us to have a 1-to-1 student to device ratio.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	50
Grade 1	49
Grade 2	62
Grade 3	54
Grade 4	69
Grade 5	58
Grade 6	65
Total Enrollment	407

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.9
Male	49.1
American Indian or Alaska Native	0.5
Asian	12.8
Black or African American	8.6
Filipino	7.1
Hispanic or Latino	56
Native Hawaiian or Pacific Islander	3.2
Two or More Races	5.9
White	5.9
English Learners	31.4
Foster Youth	0.5
Homeless	1.5
Socioeconomically Disadvantaged	65.6
Students with Disabilities	8.4

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

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
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

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

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

2019-20 Class Assignments

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

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

Year and month in which the data were collected: January 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	C2010, Benchmark Adelante/Advance, (English & Spanish)	Yes	0%
Mathematics	K- 5 Grade: Houghton Mifflin Harcourt, Math Expressions, c2015 (English & Spanish) 6th Grade: Glencoe/McGrawHill, California Math Course 1, c 2015	Yes	0%
Science	Pearson Scott Foresman, Pearson Scott Foresman California Science, c2008 (English & Spanish)	Yes	0%
History-Social Science	Pearson Scott Foresman, Scott Foresman History-Social Science for California, c2006 (English & Spanish)	Yes	0%

School Facility Conditions and Planned Improvements

A lexan material is used for window replacement throughout this school site.

Year and month of the most recent FIT report

January 2021

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
			X

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

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
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (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
All Students	243	NT	NT	NT	NT
Female	131	NT	NT	NT	NT
Male	112	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	28	NT	NT	NT	NT
Black or African American	21	NT	NT	NT	NT
Filipino	20	NT	NT	NT	NT
Hispanic or Latino	134	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	18	NT	NT	NT	NT
White	17	NT	NT	NT	NT
English Learners	75	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	154	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	24	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	243	NT	NT	NT	NT
Female	131	NT	NT	NT	NT
Male	112	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	28	NT	NT	NT	NT
Black or African American	21	NT	NT	NT	NT
Filipino	20	NT	NT	NT	NT
Hispanic or Latino	134	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	18	NT	NT	NT	NT
White	17	NT	NT	NT	NT
English Learners	75	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	154	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	24	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	243	210	86	14	16
Female	131	112	91	9	16
Male	112	98	88	13	15
American Indian or Alaska Native	1	1	100	0	100
Asian	28	27	96	4	22
Black or African American	21	14	67	33	14
Filipino	20	19	95	5	32
Hispanic or Latino	134	114	85	15	11

Native Hawaiian or Pacific Islander	4	3	75	25	0
Two or More Races	18	16	89	11	13
White	17	16	94	6	25
English Learners	75	66	88	12	5
Foster Youth	NA	NA	NA	NA	NA
Homeless	2	2	100	0	50
Military	0	NA	NA	NA	NA
Socioeconomically Disadvantaged	154	131	85	12	11
Students Receiving Migrant Education Services	0	NA	NA	NA	NA
Students with Disabilities	24	20	83	17	10

*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.

All Students	243	207	85	15	20
Female	131	111	85	15	19
Male	112	96	86	14	21
American Indian or Alaska Native	1	1	100	0	100
Asian	28	24	86	14	38
Black or African American	21	16	76	24	6
Filipino	20	18	90	10	50
Hispanic or Latino	134	115	86	14	14
Native Hawaiian or Pacific Islander	4	3	75	25	0
Two or More Races	18	15	83	17	27
White	17	15	88	12	7
English Learners	75	64	85	15	8
Foster Youth	NA	NA	NA	NA	NA
Homeless	2	2	100	0	50
Military	0	NA	NA	NA	NA
Socioeconomically Disadvantaged	153	131	86	14	11
Students Receiving Migrant Education Services	0	NA	NA	NA	NA
Students with Disabilities	24	20	83	17	10

*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
Science (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
All Students	58	NT	NT	NT	NT
Female	32	NT	NT	NT	NT
Male	26	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	34	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	20	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	37	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	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

At Treeview Elementary School, we are committed to communicating with and engaging parents as partners in their children's education. We are constantly communicating with our parents. Each Friday night a phone call goes home, in English and Spanish, to all families with information about up-coming events at Treeview. Bi-weekly the Parent Journal goes home with students. The Parent Journal includes an up-coming calendar, personal message from the principal and information about events and programs. Approximately 60% of teachers use Class Dojo or other on-line platform to frequently communicate with parents. The school website includes up-to-date information about programs at Treeview. We also uses social media to communicate with parents and community members. We have a Facebook page and an Instagram page.

Parental involvement plays a critical role in the function of our school and the learning that takes place. Parents are always welcomed on campus and there are many volunteer opportunities for parents, along with multiple parental groups to join. We encourage parent participation on the School-Site Council (SSC), Parent and Teacher Association (PTA), Site Based Decision Making (SBDM) Team, English Language Advisory Council (ELAC) and African American Student Achievement Initiative (AASAI) and invite and encourage parent input in our school's decision making process. Parents can also be a room parent and assist in classrooms in various ways. We encourage parents to attend school events such as Coffee & Conversation with the Principal, Back to School Night, Math Night, Open House, Talent Shows and Winter/Spring concerts. Treeview has a Parent Center and Parent Engagement Specialist to help parents navigate resources available to them in supporting their child.

At Treeview, we are convinced that by partnering with our parents, we can achieve our goal of excellence for all students.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	427	412	78	18.9
Female	223	211	43	20.4
Male	204	201	35	17.4
American Indian or Alaska Native	2	2	1	50.0
Asian	53	52	4	7.7
Black or African American	35	35	6	17.1
Filipino	30	29	2	6.9
Hispanic or Latino	241	232	53	22.8
Native Hawaiian or Pacific Islander	13	13	4	30.8
Two or More Races	25	25	6	24.0
White	28	24	2	8.3
English Learners	148	144	28	19.4
Foster Youth	3	3	2	66.7
Homeless	6	6	4	66.7
Socioeconomically Disadvantaged	282	273	59	21.6
Students Receiving Migrant Education Services	1	1	0	0.0
Students with Disabilities	38	37	11	29.7

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
Suspensions	0.20	0.00	4.62	0.01	3.47	0.20
Expulsions	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
Suspensions	0.00	3.48	2.45
Expulsions	0.00	0.05	0.05

2020-21 Suspensions and Expulsions by Student Group

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

2021-22 School Safety Plan

At Treeview Elementary School, we believe that students are entitled to a safe learning environment . If students do not feel safe, it becomes increasingly more difficult for them to focus. The school safety plan is reviewed and revised at the beginning of the school year by the school's safety committee and communicated to all staff members at the first staff meeting. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire, disaster, and lockdown drills are conducted monthly throughout the school year. During the 2020-2021 school year, since students were doing virtual learning, teachers reviewed with students how they can be prepared, at home, for disasters such as fires and earthquakes.

Treeview has adopted Positive Behavior Interventions and Supports (PBIS) and Sanford Harmony Social Emotional Learning Program as proactive approach to establishing the behavioral supports and social cultures needed for all students at Treeview to achieve social, emotional and academic success.

Students are supervised throughout the day by teachers, administrators, and yard duty supervisors. There is a designated area for student drop off and pick up. Parents are to stay outside the school building until dismissal time. At the end of the school day, students are walked out, by their teacher, to met parents on the school quad, in front of the main office.

Visitors to the school need to check in the front office, show identification and receive a badge.

Fire, disaster, and lockdown drills are conducted on a regular basis throughout the school year so that all staff and students are familiar with what steps to take in an event of an emergency. The school is using an online application called Share911 to communicate with staff during emergencies. This online safety app is also used to coordinate safety/disaster drills.

Our school has an active School Safety Committee that includes administrators, teachers, maintenance, school supervisors, and other staff members. The committee works together in forming and revising the school safety plan as well as responding to day-to-day safety issues. At the time of the latest review of the School Site Safety Plan, all revisions were communicated to both the classified and certificated staff. During the 2020-21 school year, this has included all of the necessary safety, health and sanitizing protocols 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		3	
1	21	1	2	
2	27		3	
3	25		2	
4	29		3	
5	31		2	
6	25		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	25		2	
1	25		3	
2	20	3		
3	24		3	
4	31		2	
5	31		2	
6	31		1	
Other	34			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	25		2	
1	25		2	
2	21	1	2	
3	22		2	
4	29		2	
5	29		2	
6	33		1	1
Other	23		1	

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	0.2
Resource Specialist (non-teaching)	0
Other	3.6

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7,244.38	\$1,465.24	\$5,779.14	\$108,920.17
District	N/A	N/A	\$7,750.00	
Percent Difference - School Site and District	N/A	N/A	-29.1	-7.7
State			\$8,444	\$86,376
Percent Difference - School Site and State	N/A	N/A	-37.5	23.1

2020-21 Types of Services Funded

Many services are offered to our students. We have mathematics and reading Intervention programs for all grades. Through Our Kids "Stars" program counseling is provided on a referral basis, There is a part-time psychologist and Speech Therapist as well as ELD instruction to support our English Learners. We also have a YEP program for those students needing after school care. During the 2020-2021 school year all these services were offered virtually.

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
Beginning Teacher Salary		\$52,562
Mid-Range Teacher Salary		\$83,575
Highest Teacher Salary		\$104,166
Average Principal Salary (Elementary)		\$131,875
Average Principal Salary (Middle)		\$137,852
Average Principal Salary (High)		\$150,626
Superintendent Salary		\$260,243
Percent of Budget for Teacher Salaries	36%	34%
Percent of Budget for Administrative Salaries	6%	5%

Professional Development

The primary/major areas of focus for staff development at Treeview Elementary School include: Anti-bias, Anti-racist (ABAR) training, deeper learning experiences for students, early intervention in math and literacy, and social emotional learning (SEL). The Treeview Instructional Leadership Team (ILT) meets once a month, after school, and is reading Culturally Responsive Teaching & The Brain to deepening our understanding of CRT so we may roll out to our staff. Our staff is being trained, through conferences, workshops and staff meetings in AVID strategies to provide deeper learning experiences for all students. AVID strategies focus on improving student engagement and college readiness for all students. Staff Development days have been used to train staff on Imagine Learning and Imagine Math, which are adaptive literacy programs which allow us to provide systemic early intervention, as well as enrichment, to all students. Treeview staff uses Positive Behavior Intervention Supports (PBIS) and the Sanford Harmony Program to provide social emotional learning.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	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 Students 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

District Name	Hayward Unified School District
Phone Number	(510) 784-2600
Superintendent	Matt Wayne, Ed. D.
Email Address	mwayne@husd.k12.ca.us
District Website Address	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
All Students	10474	NT	NT	NT	NT
Female	5010	NT	NT	NT	NT
Male	5464	NT	NT	NT	NT
American Indian or Alaska Native	20	NT	NT	NT	NT
Asian	819	NT	NT	NT	NT
Black or African American	885	NT	NT	NT	NT
Filipino	675	NT	NT	NT	NT
Hispanic or Latino	6977	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	338	NT	NT	NT	NT
Two or More Races	421	NT	NT	NT	NT
White	339	NT	NT	NT	NT
English Learners	3140	NT	NT	NT	NT
Foster Youth	36	NT	NT	NT	NT
Homeless	660	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	6894	NT	NT	NT	NT
Students Receiving Migrant Education Services	203	NT	NT	NT	NT
Students with Disabilities	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
All Students	10474	NT	NT	NT	NT
Female	5010	NT	NT	NT	NT
Male	5464	NT	NT	NT	NT
American Indian or Alaska Native	20	NT	NT	NT	NT
Asian	819	NT	NT	NT	NT
Black or African American	885	NT	NT	NT	NT
Filipino	675	NT	NT	NT	NT
Hispanic or Latino	6977	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	338	NT	NT	NT	NT
Two or More Races	421	NT	NT	NT	NT
White	339	NT	NT		NT
English Learners	3140	NT	NT	NT	NT
Foster Youth	36	NT	NT	NT	NT
Homeless	660	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	6894	NT	NT	NT	NT
Students Receiving Migrant Education Services	203	NT	NT	NT	NT
Students with Disabilities	1392	NT	NT	NT	NT