

Strobridge 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	Strobridge Elementary School
Street	21400 Bedford Dr.
City, State, Zip	Castro Valley, CA 94546-6805
Phone Number	(510) 723-3915
Principal	DiShawn Givens
Email Address	DGivens@husd.k12.ca.us
School Website	https://str-haywardusd-ca.schoolloop.com/
County-District-School (CDS) Code	01611926062160

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

Hayward Unified School District's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with the California Common Core Standards utilizing the HUSD Common Core Instructional Framework 2.0. To support students in their acquisition of the standards. Strobridge Elementary School is using the latest research and best practices. Students engage actively in the lessons employing the use of Chromebook technology and other instructional strategies to practice and demonstrate their understanding of the relative concepts.

Strobridge Mission Statement: The Strobridge mission is to provide a safe, equitable environment so that all students can learn, grow and reach their full potential. We strive for high achievement across all disciplines. We focus on differentiating instruction with academic and language/cultural needs always in mind. We recognize and honor the importance of including parents in the education of their children. We welcome and include student voice in all site decisions.

Strobridge Vision: Our vision is to create a positive nurturing environment where all students learn to become respectful, responsible, productive students, prepared for the next level of their educational journey.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	41
Grade 1	60
Grade 2	53
Grade 3	73
Grade 4	56
Grade 5	58
Grade 6	60
Total Enrollment	401

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	54.1
Male	45.9
American Indian or Alaska Native	0.2
Asian	3.2
Black or African American	12
Filipino	4.7
Hispanic or Latino	66.1
Native Hawaiian or Pacific Islander	1.2
Two or More Races	7.2
White	4.7
English Learners	32.9
Homeless	2.7
Socioeconomically Disadvantaged	59.9
Students with Disabilities	7

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 instructional 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
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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, c2015	Yes	0%
Science	Pearson Scott Foresman, Pearson Scott Foresman California Science, c2008 (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	244	NT	NT	NT	NT
Female	130	NT	NT	NT	NT
Male	114	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	29	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	170	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	12	NT	NT	NT	NT
White	12	NT	NT	NT	NT
English Learners	85	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	18	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	157	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	25	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	244	NT	NT	NT	NT
Female	130	NT	NT	NT	NT
Male	114	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	29	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	170	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	12	NT	NT	NT	NT
White	12	NT	NT	NT	NT
English Learners	85	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	18	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	157	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	25	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	208	86	14	12
Female	129	111	86	14	10
Male	114	97	85	15	13
American Indian or Alaska Native	1	1	100	0	0
Asian	8	8	100	0	38
Black or African American	29	24	83	17	8
Filipino	10	9	90	10	11
Hispanic or Latino	169	146	86	14	10

Native Hawaiian or Pacific Islander	2	1	50	50	0
Two or More Races	12	9	75	25	33
White	12	10	83	17	10
English Learners	88	74	84	16	4
Foster Youth	NA	NA	NA	NA	NA
Homeless	9	6	67	33	0
Military	0	NA	NA	NA	NA
Socioeconomically Disadvantaged	157	132	84	16	14
Students Receiving Migrant Education Services	1	0	0	100	0
Students with Disabilities	25	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	209	86	14	12
Female	129	112	87	13	14
Male	114	97	85	15	10
American Indian or Alaska Native	1	1	100	0	0
Asian	8	8	100	0	25
Black or African American	29	25	86	14	8
Filipino	10	9	90	10	56
Hispanic or Latino	169	145	86	14	10
Native Hawaiian or Pacific Islander	2	1	50	50	0
Two or More Races	12	9	75	25	11
White	12	11	92	8	18
English Learners	88	76	86	14	7
Foster Youth	NA	NA	NA	NA	NA
Homeless	9	6	67	33	0
Military	0	NA	NA	NA	NA
Socioeconomically Disadvantaged	157	135	86	14	11
Students Receiving Migrant Education Services	1	0	0	100	0
Students with Disabilities	25	20	80	20	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	59	NT	NT	NT	NT
Female	31	NT	NT	NT	NT
Male	28	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	47	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	25	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	40	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

Strobridge Elementary School welcomes parent and community involvement and recognizes it is an essential component to students education. Below are numerous opportunities for parents with varying capacities to become involved in their child's learning community.

Committees

Committees are established to produce, support, and implement the mission, vision, and goals of the learning community here at Strobridge. We encourage and invite our parents to participate in our school committees. These committees include:

- School Site Council (SSC) - Meets five times a year and determines the focus of the school's academic instructional program and all related categorical funding.
- Parent Teacher Association(PTA) - The Executive board meets monthly and four general meeting throughout the year occur to plan, organize, and/or support engaging community events held on campus.
- Site Based Decision Making Team (SBDM) - One parent attends the monthly meetings to assist with school wide decision making for the basic functions of the school.

All families are encouraged to attend committees specifically designed to address our low performing students.

- The African American Student Achievement Initiative (AASAI) has four priority goals of closing the achievement gap, culturally and linguistically responsive pedagogy, School Climate, and Family Engagement. The committee meets district wide once a month and on site twice a year.
- The English Language Advisory Committee (ELAC) meets five times a year and is responsible for advising the principal and staff on programs and services for English learners and the School Site Council on the development of the School Plan for Student Achievement (SPSA). One representative from the ELAC committee attends the District English Language Advisory Committee (DELAC) meeting once a month.

AASAI and ELAC's primary focus is on improving the achievement of our lower performing African American and Latino students.

Volunteer Opportunities

2021-22 Opportunities for Parental Involvement

Educational experiences are enhanced when we join together to expand our learning community to be inclusive of all willing volunteers. Once a member of our learning community has volunteer clearance they are encouraged to actively participate in a variety of ways including but not limited to the following opportunities: Volunteering in classrooms, Chaperoning field trips, Managing the school library, School Improvement Days, and many more. Volunteers interested in participating on campus can contact our school office to begin the process of volunteer clearance through the district office. The process includes having fingerprints cleared and a TB test secured.

Community Events Attending community events fosters cohesion among the schools community. It builds the home and school connection by strengthening bonds through shared community experiences. Events have included but are not limited to the following:

- Back to School Night
- Fall Festival
- Assemblies

- Kindergarten Informational Meeting
- Communication Forms Monthly Newsletters
- Phone Messages/Reminders
- School Website

- Messenger Applications
- Informational Flyers
- Email
- Phone

Strobridge Elementary strives for equity by creating an environment, which promotes an actively engaged and supportive community to ensure the success of our students. Strobridge is devoted to engaging parents and welcomes and pursues ways to improve our connection.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	438	420	92	21.9
Female	235	227	47	20.7
Male	203	193	45	23.3
American Indian or Alaska Native	1	1	0	0.0
Asian	13	13	1	7.7
Black or African American	52	51	11	21.6
Filipino	19	19	4	21.1
Hispanic or Latino	293	276	62	22.5
Native Hawaiian or Pacific Islander	5	5	2	40.0
Two or More Races	32	32	9	28.1
White	21	21	3	14.3
English Learners	157	151	34	22.5
Foster Youth	0	0	0	0.0
Homeless	14	13	9	69.2
Socioeconomically Disadvantaged	272	260	69	26.5
Students Receiving Migrant Education Services	3	2	2	100.0
Students with Disabilities	37	35	9	25.7

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	4.60	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	2.79	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

Daily Procedures Students are supervised throughout the day by teachers, support staff, administrators, and yard duty supervisors. To ensure students safety on a daily basis, explicit teaching of expected behaviors in each zone of the campus is practiced with students three times a year. “Starbucks” are utilized as the school’s incentive program for students demonstrating safe, respectful, and responsible behaviors throughout the school year. When behavior expectations are not met by any student, review and practice of the expectation is conducted with the student. If the expectation is not met, the student may be eligible to begin the school’s progressive discipline procedures.

There is a designated area for student drop off, pick up, and bus loading. The parking lot is clearly marked with colored lines and signage is visible for each designated area. Parking lot supervisors are located at inevitable areas of congestion to ensure community safety in these zones. All community members are required to meet the school’s expectations of safe, respectful, and responsible conduct while on campus grounds.

Visitors must check in at the front office and receive a visitors sticker. This allows them to visit a classroom with staff supervision. Any adult on campus who is interacting with students longer than two hours within the school day, is required to be fingerprinted, TB tested, and cleared by the Hayward Unified School District and issued a district identification badge before interacting with students for prolonged periods of time. School Safety Committee

The School Safety Committee’s charge is to update the school’s emergency plan yearly and ensure we have adequate emergency supplies in the designated storage containers. Once the plan has been updated the committee then communicates the School’s Safety Plan to both all staff, volunteers, and families. The safety committee is also charged with monitoring possible hazards and report them to administration or create procedures to remedy them if possible.

Safety is a high priority because it is necessary to ensure a successful and healthy educational environment. Students are supervised throughout the day by teachers, administrators, and other campus supervisors. There are designated areas for student drop-off and pick up. Visitors need to check in at the front office 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	22		3	
1	22		3	
2	26		3	
3	24		3	
4	26		2	
5	29		2	1
6	34			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	19	1	2	
1	18	2	1	
2	23		3	
3	25		2	
4	43		1	1
5	26		2	
6	19	1	3	
Other	26		2	

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	19	2	1	
1	20	1	1	
2	19	2		
3	20	2	1	
4	20	1	1	
5	25		2	
6	20	3		
Other	24		3	

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	1
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	2.6

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	\$8,476.85	\$1,019.10	\$7,457.76	\$124,125.29
District	N/A	N/A	\$7,750.00	
Percent Difference - School Site and District	N/A	N/A	-3.8	5.4
State			\$8,444	\$86,376
Percent Difference - School Site and State	N/A	N/A	-12.4	35.9

2020-21 Types of Services Funded

Strobridge provides several programs and services for students to enhance their learning experience. Several support staff are available to students for both academic and behavioral support. Part of our support team includes the following:

Services

- Special Education Paraprofessional - Supports instruction with small group and pushin support in the areas of mathematics, language arts, behavior goals, and second language support.
- English Language Learner (ELL) Specialist - Supports English Language Learners in and out of the classroom and assists families who are Second Language Learners. Monitors and maintains State and Federal compliance for the English Language Learner Program.
- Student Ambassador Advisor - Advise the Student Ambassador as they collect student input from their peers regarding their experiences at school. Their findings will be presented to the Superintendent, Board of Trustees, and a panel of their peers.
- Family Engagement Specialist - 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; 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.
- COST Coordinator - Supports the school site with the Student Success Teams, community engagement and resources, and monitors and checks in with students in need of both academic and behavioral supports.

Programs and Educational Software

Fountas and Pinnell Leveled Literacy Intervention (LLI) - Strobridge offers struggling readers who qualify a shortterm intervention that provides daily, intensive, small group instruction, that supplements classroom literacy teaching. The small groups are offered by three instructors, four days a week, in English and Spanish.

- RAZ-Kids - An online resource offered primary and intermediate readers. It provides comprehensive leveled resources for students in an online and mobile format. It allows students to listen to books, read at their own pace, record themselves, and answer comprehension questions for each book.
- Starfall - An online resource offered to beginning readers that supports learning to read with phonics. The program utilizes a systematic approach in conjunction with audiovisual interactivity.

Accelerated Reader - A computer based program that is used to monitor reading practice and progress. Students complete comprehension questions after completing a book of their choice which helps teachers guide students to books that are on their level.

- STAR Reading - An online standards based, computer-adaptive assessment that assess forty-six reading skills across eleven domains. It measures students' reading comprehension, monitors achievement and growth and tracks understanding of focus skills aligned to state-specific learning standards. Math Tutoring - Is offered one day a week and varies from thirty to forty-five minutes of pull-out intervention services focused on improving basic math skills.

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/csl/>.

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

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

As part of the growth process, opportunities for training and staff development are provided at both the district and individual school sites to administrators, teachers, and classified staff. Below are the following Professional Development Day topics for the 2019-2020 School Year:

Deeper Learning Practices - Focuses on creating academically engaging lessons to provide opportunities for students to take their learning to deeper levels of understanding, engage in a productive struggle with their work, explain themselves, form a logical argument to support their position and justify their answer with evidence from their texts with models.

Building a Positive School Culture - Focuses on strategies that create an environment that welcomes students into the school, classroom, and builds community among students in order for them to feel safe to take risks in their learning journeys.

Tier II Interventions - Strobridge is working on building a robust systematic response to intervention which include topics such as: Trauma Informed Practices and Social/Emotional and Academics supports.

Mathematics - Focuses on the implementation and strategies of the newly adopted California Math Expressions Common Core Curriculum.

Reading - Focuses on the implementation and strategies of Balanced Literacy Approaches.

Science - Focuses on the changes, implementation, and strategies necessary in the newly assessed Next Generation Science Standards (NGSS).

Professional Development is also supported by administration and professional learning communities.

In addition the Hayward Unified School District also provides professional development to various committees on campus which include, but are not limited to the following: Instructional Leadership Teams (ILT), The Site Based Decision Making (SBDM) Committee, and School Site Council (SSC)

The 2020-2021 school year focused on deepening and strengthening the above topics through the lens of equity and 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