Anthony W. Ochoa Middle School
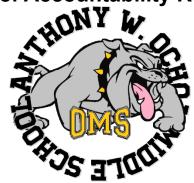## 2021 School Accountability Report Card

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	Anthony W. Ochoa Middle School
Street	2121 Depot Road
City, State, Zip	Hayward
Phone Number	5107233130
Principal	Makilia Rowe-Andrews
Email Address	mrowe@husd.k12.ca.us
School Website	Ochoa.husd.us
County-District-School (CDS) Code	01611926056956

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

Anthony W. Ochoa Middle School is a diverse school community where students can thrive and be successful. We have staff at varying levels of experience, who care about the development and support of the whole student. Our college and career programs, supports the needs of all students.

Ochoa's staff work to provide students a safe and inclusive learning environment with a positive school climate. We provide rigorous course work and elective offering using culturally, and linguistically responsive pedagogy for students. We believe school is a microcosm of society and know the importance of honoring the assets our students bring to the school community each day. Staff work to provide culturally relevant instruction and strategies and we take a restorative approach to discipline. The faculty of Ochoa aim for all students to be proud to be "Made in Hayward" and to take pride in their school, their community, and their accomplishments. Parents and community members serve as a vital component of our academic program and we welcome participation in school committees such as: the African American Student Achievement Initiative (AASAI), the English Learner Advisory Committee (ELAC), Site-Based Decision-Making Team (SBDM), and School Site Council (SSC). Through committees such as these, Ochoa Middle continues to asses course offerings, elective programs, and after school programs to ensure we remain competitive with neighboring middle schools.

Mission Statement:
Our mission is to provide a safe and inclusive learning environment, that affords equitable opportunities, provides culturally and linguistically responsive and standards-based instruction that validates and affirms the cultures, traditions, and values of our diverse learners. We will provide students with long-term skills and strategies that support the development of critical thinking to enhance their academic, social-emotional, and character development, by first building on the foundation of trust and relationships.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	264
Grade 8	256
Total Enrollment	520

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.7
Male	52.3
American Indian or Alaska Native	0.4
Asian	8.1
Black or African American	9.6
Filipino	13.5
Hispanic or Latino	56.7
Native Hawaiian or Pacific Islander	5
Two or More Races	3.7
White	3.1
English Learners	20.2
Foster Youth	0.2
Homeless	6
Socioeconomically Disadvantaged	61.3
Students with Disabilities	15.6

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

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	Pearson Prentice Hall, Pearson Literature for California: Reading and Language Arts, c2010 (English)	Yes	0
Mathematics	Glencoe/McGrawHill, California Math Course 2, c2015 Glencoe/McGrawHill, Math Accelerated: A Pre-Algebra Program, c2014 Glencoe/McGraw- Hill, California Math Course 3, c2015 ? Houghton Mifflin Harcourt, California Algebra 1, c2015 ?Houghton Mifflin Harcourt, California Geometry, c2015	Yes	0
Science	McDougal Littell & Company, McDougal Littell Science: Focus on Life Sciences (California), c2007 (English & Spanish) McDougal Littell & Company, McDougal Littell Science: Focus on Physical Sciences (California), c2007 (English & Spanish)	Yes	0
History-Social Science	Holt, Rinehart & Winston, World History Medieval to Early Modern Times, c2006 (English & Spanish) Holt, Rinehart & Winston, United States History Independence to 1914, c2006 (English & Spanish)	Yes	0
Foreign Language	McDougal Littell & Company, En Espanol!	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	Some surfaces require painting, some of which will be addressed this year with the Measure H bond.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical			X	
Restrooms/Fountains: Restrooms, Sinks/ Fountains			X	There are two older restrooms on site that need repair.
Safety: Fire Safety, Hazardous Materials		X		There are a few safety concerns that will be addressed this year with the Measure H bond.
Structural: Structural Damage, Roofs		X		There are a few safety concerns that will be addressed next year with the Measure H bond.

School Facility Conditions and Planned Improvements

External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

| **B. Pupil Outcomes** | **State Priority: Pupil Achievement** |

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	519	NT	NT	NT	NT
Female	247	NT	NT	NT	NT
Male	272	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	40	NT	NT	NT	NT
Black or African American	50	NT	NT	NT	NT
Filipino	67	NT	NT	NT	NT
Hispanic or Latino	296	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	26	NT	NT	NT	NT
Two or More Races	22	NT	NT	NT	NT
White	16	NT	NT	NT	NT
English Learners	86	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	64	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	322	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	83	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	519	NT	NT	NT	NT
Female	247	NT	NT	NT	NT
Male	272	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	40	NT	NT	NT	NT
Black or African American	50	NT	NT	NT	NT
Filipino	67	NT	NT	NT	NT
Hispanic or Latino	296	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	26	NT	NT	NT	NT
Two or More Races	22	NT	NT	NT	NT
White	16	NT	NT	NT	NT
English Learners	86	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	64	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	322	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	83	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	519	368	71	29	18
Female	247	179	72	28	23
Male	272	189	69	31	12
American Indian or Alaska Native	2	2	100	0	0
Asian	40	36	90	10	33
Black or African American	50	33	66	34	8
Filipino	67	56	84	16	37
Hispanic or Latino	296	196	66	34	13

Native Hawaiian or Pacific Islander	26	18	69	31	12
Two or More Races	22	20	91	9	32
White	16	7	44	56	6
English Learners	86	53	62	38	0
Foster Youth	NA	NA	NA	NA	NA
Homeless	32	20	63	38	9
Military	NA	NA	NA	NA	NA
Socioeconomically Disadvantaged	322	218	68	32	13
Students Receiving Migrant Education Services	2	2	100	0	0
Students with Disabilities	83	45	54	46	1

*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	519	395	76	24	7
Female	247	186	75	25	8
Male	272	209	77	23	6
American Indian or Alaska Native	2	2	100	0	0
Asian	40	35	88	13	23
Black or African American	50	34	68	32	4
Filipino	67	60	90	10	22
Hispanic or Latino	296	218	74	26	3
Native Hawaiian or Pacific Islander	26	21	81	19	4
Two or More Races	22	18	82	18	0
White	16	7	44	56	0
English Learners	86	65	76	24	1
Foster Youth	NA	NA	NA	NA	NA
Homeless	32	20	63	38	0
Military	NA	NA	NA	NA	NA
Socioeconomically Disadvantaged	322	238	78	27	2
Students Receiving Migrant Education Services	2	2	100	0	0
Students with Disabilities	83	55	66	34	0

*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	249	NT	NT	NT	NT
Female	126	NT	NT	NT	NT
Male	123	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	20	NT	NT	NT	NT
Black or African American	30	NT	NT	NT	NT
Filipino	31	NT	NT	NT	NT
Hispanic or Latino	139	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	12	NT	NT	NT	NT
Two or More Races	11	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	33	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	32	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	153	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	40	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

Ochoa Middle recognizes that partnerships with all stakeholders, stand as a critical component in the education of our students.Through our Parent Outreach Program which coordinates events with the principal from its designated Parent Center, Ochoa Middle offers opportunities which include the following:

- Parent Days Quarterly

*Includes parent shadow days
*Includes parent/student workshop presentations
*Includes guest speakers
*Includes online resources that allow synchronous/asynchronous learning for parents

Site Based Decision Making (SBDM) Team-Students, parents and administrators come together to discuss process improvements and issues that support positive school climate and outcomes.

School Site Council-where parents, staff, and community members advise the principal and provide input and assess the effectiveness of the SPSA (School Site Plan for Student Achievement) each year.

ELAC (English Language Advisory Committee) Meetings- Students, parents, and other community members learn, discuss, and plan how our English Language Learners will be able to successfully reclassify as English Language Proficient.

AASAI (African American Student Achievement Initiative) Meetings-All stakeholders come together to review data and conduct trend analysis around the impacts of instruction, discipline, and culturally responsive instruction and how we can best support the needs and academic success of African American Students.

- Parent Support Groups working with our Family Engagement & Equity Specialist

- Parent Volunteers & Chaperones

2021-22 Opportunities for Parental Involvement

- Parent English as a Second Language (ESL): LifeSkills

- Parent Technology courses (Basic to Advanced)

- Workshops with Kaiser Hospital including topics such as Teen Dating & Next Steps for High School

Parents can become involved in the school through such committees as the School Site Council (SSC), which participates in the development of the School Site Plan and approval of school improvement budget expenditures; the English Language Advisory Committee (ELAC), which advises the principal and school staff regarding programs and services for English Learners; and the Site-Based Decision Making Team (SBDM), which engages in shared decision making with the administration and staff. All parents are invited and welcome to become active participants in their child's school.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	530	525	58	11.0
Female	254	250	29	11.6
Male	276	275	29	10.5
American Indian or Alaska Native	2	2	0	0.0
Asian	42	42	2	4.8
Black or African American	51	51	12	23.5
Filipino	70	70	3	4.3
Hispanic or Latino	303	299	36	12.0
Native Hawaiian or Pacific Islander	26	26	2	7.7
Two or More Races	19	19	0	0.0
White	17	16	3	18.8
English Learners	107	106	17	16.0
Foster Youth	1	1	0	0.0
Homeless	32	32	10	31.3
Socioeconomically Disadvantaged	330	329	48	14.6
Students Receiving Migrant Education Services	2	2	0	0.0
Students with Disabilities	85	85	16	18.8

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	9.93	0.19	4.62	0.01	3.47	0.20
Expulsions	0.16	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	10.22	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	0.19	0.00
Female	0.39	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	5.88	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 the time of the latest review of the School Site Safety Plan, all revisions were communicated to both the classified and certified staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety. Fire, disaster, and lockdown drills are conducted each month throughout the school year.

Students are supervised throughout the day by support staff, teachers, administrators, and two campus safety officers. There is a designated area for student drop-off and pick-up. All visitors are required to check in the front office and receive a visitor badge. Our CSO (Campus Safety Officer) helps to support the safety of students daily by patrolling the site regularly and having great relationships with students so as to be proactive when issues arise.

Our school has a Safety Committee, where members (students, staff, parents, and administrators) meet monthly to discuss all safety concerns. They identify possible safety concerns, conduct trend analysis, and develop processes and procedures to ensure the safety of all members on the campus.

Responsibilities of the safety committee include but are not limited to:
1. Development of evacuation, lockdown, earthquake, and active shooter procedures.
2. Teaching students and staff those procedures until they are top of mind.
3. Ensuring the procedures are communicated to all visitors to the campus.
4. A (staff-wide) regular review and update of safety procedures and emergency plans.
5. Notification to faculty of safety-related concerns that have occurred on campus.
6. Establish protocols for how notifications to staff will occur (SHARE 911, PA, etc.).
7. Annual check of safety equipment, evacuation maps, and instructions/procedures and safety concerns on site.
8. Make recommendations for school standards.
9. Ensure representation at district level meetings.
10. Report in writing concerns any unhealthy or unsafe facility conditions or equipment.

2021-22 School Safety Plan

*All changes in safety policy & procedures (District Safety and Site Safety) are reported monthly to the SBDM Team and disseminated to other staff via Safety and the respective Department Chairs, students, and families.

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 with both staff and students.

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, including 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 global pandemic. * Our COVID Safety plan is a dynamic document and is updated regularly as the needs of the community support.

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.

2018-19 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	30	1	14	6
Mathematics	28	3	10	6
Science	27	6	11	5
Social Science	27	4	13	5

2019-20 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	27	2	16	4
Mathematics	26	4	9	6
Science	26	7	7	7
Social Science	24	7	8	7

2020-21 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	29	2	7	10
Mathematics	26	5	8	7
Science	27	4	7	8
Social Science	26	6	7	7

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	260

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)	2
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	1.7

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	$9,124.53	$1,989.76	$7,134.77	$123,648.39
District	N/A	N/A	$7,750.00	
Percent Difference - School Site and District	N/A	N/A	-8.3	5.0
State			$8,444	$86,376
Percent Difference - School Site and State	N/A	N/A	-16.8	35.5

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 and success in a broad curriculum. In addition, that students master Common Core State Standards. We do this by expanding College and Career support programs, expand Career Pathways as well as implementing reading intervention systems. In addition, we have updated and expanded the district's technological infrastructure and obtained more computer software and personnel to maintain it.

Here at Ochoa Middle School we offer College & Career Readiness Programs such as Advanced Math (Alg. 7th&8th /Geometry), AVID, Puente, Spanish I, and STEAM, Science Technology Engineering and Math. These courses offer students access to rigorous content that supports their academic development and allows them to continue to qualify for advanced placement as they promote to High School.

Through partnership with Chabot College and our Youth Enrichment Program, our students are afforded an opportunity to attend Bridge To College, where eligible students can enroll in a two college level courses each year. This program starts students on the path to earning an Associates Level Degree by the end of their 12th grade year, if they continue from the 7th grade.

Students also have the opportunity to elect a course in Home Economics that provides life skills and financial literacy.

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

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. The district offered three staff development days in 2017-218, 2018-2019, and 2019-20. At the school site, faculty are provided with an additional four half days of PD.

The three district PD's focus on our core values of equity, well-supported staff, integrated partnerships, collaborative leadership, data-informed decisions, the 5 Urgencies, and Anti-Bias/ Anti-Racist PD.

As a district, our strategic priorities are:

Anti-Bias/Anti-Racist training for staff - Addresses issues of equity and the need for supporting diverse and inclusive learning environment for our diverse student populations and our Bd Policy 0415.

The 5 Urgencies (for Distance Learning) : a. adapting scope & sequence b. diagnostic assessment c. establishing relationships with students & families d. digital competence for distance learning e. developing culturally & linguistically responsive instruction to support student academic engagement and critical thinking skills.

Deeper Learning-to increase students' deeper learning experiences by building staff capacity to teach and interact with students in culturally responsive ways.
Relationship-Centered Schools-HUSD will work collaboratively with families, community partners, and staff to increase student access to the social-emotional supports they need, through positive relationship building, trauma-informed care, and a focus on equity.
Service Excellence-HUSD will create a welcoming environment and positive experiences and outcomes for our diverse community, recruiting and retaining highly qualified staff and providing training and support on achieving service excellence.

Development in the area of technological proficiencies as it pertains to lesson and unit design, instructional development and delivery.

Teachers are supported through in-class coaching, teacher-principal meetings, outside providers, student data reporting, and release time to encourage and support the above areas of focus.

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

Professional Development

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