Winton 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	Winton Middle School
Street	119 Winton Ave.
City, State, Zip	Hayward, CA 94540-5000
Phone Number	(510) 723-3140
Principal	Lisa Tess
Email Address	ltess@husd.k12.ca.us
School Website	https://win-haywardusd-ca.schoolloop.com/
County-District-School (CDS) Code	01611926056972

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

Mission Statement:
Winton Middle School has a shared mission where we set high expectations for academic, social and emotional learning. We provide students with the 21st century skills necessary for high school, college, career, and civic readiness.

Vision Statement:
Winton Middle School is committed to encouraging and supporting student achievement and excellence in a safe learning environment by developing positive relationships with the school, families, and community.

Commitments:
- Maximize the achievement of all students regardless of ability or socioeconomic status
- Provide a safe teaching and learning environment
- Strengthen the effectiveness of all staff members through development and involvement
- Enhance support for teaching and learning
- Promote parent and community involvement, trust, and support within the school community
- Promote lifelong learning through seamless education among educational providers and community stakeholders
- Involve parents/guardians in students' academic and social development

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	273
Grade 8	255
Total Enrollment	528

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.1
Male	54.9
Asian	4.5
Black or African American	6.3
Filipino	2.8
Hispanic or Latino	80.9
Native Hawaiian or Pacific Islander	2.3
Two or More Races	1.9
White	1.3
English Learners	34.1
Foster Youth	0.2
Homeless	3.2
Socioeconomically Disadvantaged	81.4
Students with Disabilities	14.4

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	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

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**

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	529	NT	NT	NT	NT
Female	239	NT	NT	NT	NT
Male	290	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	24	NT	NT	NT	NT
Black or African American	34	NT	NT	NT	NT
Filipino	15	NT	NT	NT	NT
Hispanic or Latino	427	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	12	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	149	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	34	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	431	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	79	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	529	NT	NT	NT	NT
Female	239	NT	NT	NT	NT
Male	290	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	24	NT	NT	NT	NT
Black or African American	34	NT	NT	NT	NT
Filipino	15	NT	NT	NT	NT
Hispanic or Latino	427	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	12	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	149	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	34	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	431	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	79	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	529	354	67	33	9
Female	239	163	68	32	10
Male	290	191	66	34	8
American Indian or Alaska Native	NA	NA	NA	NA	NA
Asian	24	21	88	13	29
Black or African American	34	18	53	47	0
Filipino	15	14	93	7	40
Hispanic or Latino	427	287	67	33	7

Native Hawaiian or Pacific Islander	12	6	50	50	8
Two or More Races	10	5	50	50	10
White	7	3	43	57	0
English Learners	149	96	64	36	1
Foster Youth	NA	NA	NA	NA	NA
Homeless	17	11	65	35	6
Military	NA	NA	NA	NA	NA
Socioeconomically Disadvantaged	431	286	66	34	8
Students Receiving Migrant Education Services	8	7	88	13	0
Students with Disabilities	79	40	51	49	0

*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	529	423	80	20	1
Female	239	191	80	20	1
Male	290	234	81	19	1
American Indian or Alaska Native	1	1	100	0	0
Asian	67	49	73	27	37
Black or African American	40	2	55	45	5
Filipino	59	40	68	32	15
Hispanic or Latino	503	338	67	33	8
Native Hawaiian or Pacific Islander	23	16	70	30	17
Two or More Races	18	11	61	39	22
White	19	13	68	32	11
English Learners	149	118	79	21	0
Foster Youth	NA	NA	NA	NA	NA
Homeless	17	14	82	18	0
Military	NA	NA	NA	NA	NA
Socioeconomically Disadvantaged	431	343	80	20	1
Students Receiving Migrant Education Services	8	8	100	0	0
Students with Disabilities	79	50	63	37	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	254	NT	NT	NT	NT
Female	108	NT	NT	NT	NT
Male	146	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	12	NT	NT	NT	NT
Black or African American	17	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	204	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	68	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	20	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	205	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	34	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

Winton Middle School greatly benefits from a Family Center at the school, which is inclusive of all parents and allows them to engage as partners in the educational process. Parents participate on the School Site Council (SSC), Site Based Decision Making Team (SBDM), and English Language Advisory Committee (ELAC). As stakeholders at our site, parents are always encouraged to participate in all leadership teams in the implementation of site initiatives.

Our Family Center is open on a full-time basis to better meet the needs of our diverse parent community; in addition, we train parents to become partners in their child's education by offering workshops on healthy living, shaping family dynamics, creating a college bound culture in their homes which is done through actively supporting their child's success in school.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	544	533	54	10.1
Female	247	241	22	9.1
Male	297	292	32	11.0
American Indian or Alaska Native	0	0	0	0.0
Asian	25	24	1	4.2
Black or African American	36	34	5	14.7
Filipino	15	15	0	0.0
Hispanic or Latino	438	431	43	10.0
Native Hawaiian or Pacific Islander	12	12	1	8.3
Two or More Races	11	10	2	20.0
White	7	7	2	28.6
English Learners	186	182	22	12.1
Foster Youth	1	1	1	100.0
Homeless	19	17	4	23.5
Socioeconomically Disadvantaged	445	437	46	10.5
Students Receiving Migrant Education Services	9	9	0	0.0
Students with Disabilities	80	79	12	15.2

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	9.18	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	9.93	3.48	2.45
Expulsions	0.18	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

The School Site Safety Plan has undergone an extensive review and revision during the 2020-2021 year. All revisions have been communicated to both classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire, disaster, and lockdown drills are conducted on a regular basis throughout the school year.

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.

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	27	6	9	8
Mathematics	28	4	5	9
Science	28	4	5	9
Social Science	28	4	8	6

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	25	7	12	6
Mathematics	27	4	10	6
Science	26	7	10	8
Social Science	27	4	10	6

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	25	6	12	7
Mathematics	26	5	7	8
Science	26	5	7	8
Social Science	26	4	10	6

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	330

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)	1.6
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

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	$8,708.20	$1,941.90	$6,766.30	$107,499.21
District	N/A	N/A	$7,750.00	
Percent Difference - School Site and District	N/A	N/A	-13.6	-9.0
State			$8,444	$86,376
Percent Difference - School Site and State	N/A	N/A	-22.1	21.8

2020-21 Types of Services Funded

Winton funds a full-time EL para-educator to work with ELD students to raise their performance on CAASPP testing in mathematics and English. The EL para-educator also supports the reclassification of English Learners on the ELPAC exam.

Winton partially funds a Student Behavior Support advocate who ensures all students get behavior support and resources needed to engage in a positive learning experience both in and outside of the classroom.

Winton supports the development of 21st century learning skills and student performances on standardized CAASPP testing by purchasing Chromebooks and Chrome carts for students and classrooms.

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

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 2018/19, 2019/20, and 2020/21.

The curricular focus of the current school year is Anti-bias and Anti-racism (AB-AR) and Distance Learning/5 Urgencies. In addition to three full day HUSD trainings, there have been 6 coordinating minimum days to provide ongoing professional development facilitated by our Instructional Leadership Team.

The transition from deeper learning to AB-AR and Distance Learning/5 Urgencies is supported by the HUSD, administration, Instructional Leadership Team, and academic departments.

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