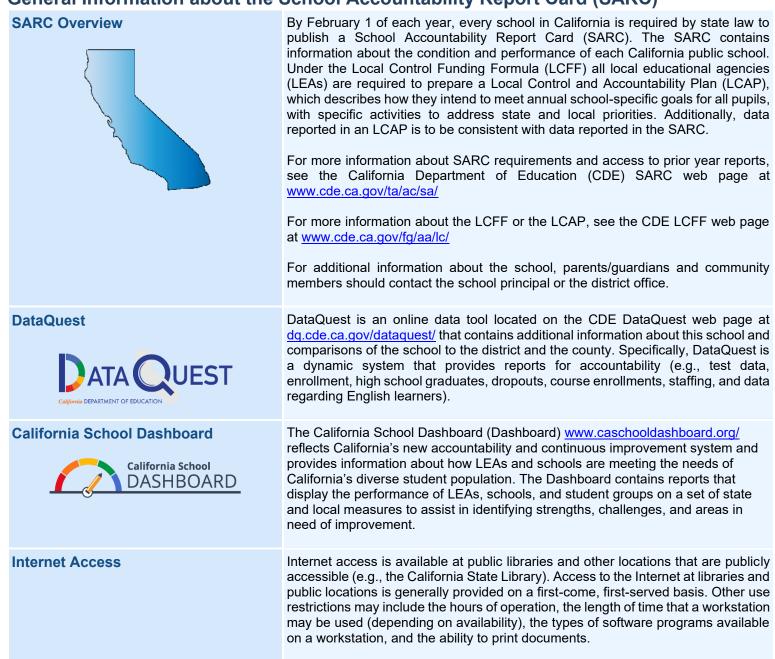# Hayward High School
2021 School Accountability Report Card

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	Hayward High School
Street	1633 East Ave.
City, State, Zip	Hayward, CA 94541-5314
Phone Number	(510) 723-3170
Principal	David Seymour, Principal
Email Address	dseymour@husd.k12.ca.us
School Website	
County-District-School (CDS) Code	01611920133629

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 High School is a comprehensive high school where the student body is as diverse as the community where it is located. The academic performance continues to rise and the school offers something for every student, including: AVID and Puente programs, a Biomedical Pathway, an Engineering Pathway, Accelerated English classes, and 13 Advanced Placement classes, band and music programs, 15 sports teams, student leadership opportunities, and over 30 clubs and opportunities for students to create new ones.

Mission
The mission of Hayward High School is to cultivate educated and goal-oriented F.A.R.M.E.R.S.

The Hayward High community will develop students and graduates to be:
F.ocused learners
A.nalytical thinkers
R.esponsible and respectful citizens
M.indful collaborators
E.ffective communicators
R.esourceful users of technology
S.elf-advocating individuals

Vision
Hayward High School focuses on a rigorous academic program, striving for an equitable, safe, and engaging environment that is inclusive and supportive of all students.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	490
Grade 10	407
Grade 11	419
Grade 12	380
Total Enrollment	1,696

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.9
Male	51.1
American Indian or Alaska Native	0.1
Asian	4.8
Black or African American	12.9
Filipino	4.5
Hispanic or Latino	65.6
Native Hawaiian or Pacific Islander	2.5
Two or More Races	3.5
White	5.7
English Learners	9.8
Foster Youth	0.1
Homeless	2.5
Socioeconomically Disadvantaged	61.9
Students with Disabilities	12.1

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, c2010 McDougal Littell: The Language of Literature, c2002 CSU Expository Reading and Writing Advisory Committee: Expository Reading and Writing Course (12th), c2013 Heinle/Cengage Learning: Milestones, c2009Pearson Prentice Hall, Literature: An Introduction to Reading and Writing AP Edition, 4th Edition, c2008 Wadsworth/Cengage Learning: Perrine's Literature: Structure Sound & Sense, 10th Edition, c2009 Bedford St. Martin: 50 Essays: A Portable Anthology, c2004 Bedford St. Martin: Everything's an Argument/ with Readings, 5th Edition, c2010 Bedford St. Martin: i*claim visualizing argument, c2005 WW Norton: "They Say/I Say": The Moves That Matter in Academic Reading, c2009 Bedford St. Martin: Pocket Style Manual, 5th Edition, c2009 Wadsworth/Cengage Learning: Fast Track to a 5: Preparing for the AP* English Literature and Composition Examination, 10th Edition, c2010	Yes	0
Mathematics	Houghton Mifflin Harcourt: California Algebra I, c2015 Houghton Mifflin Harcourt: California Algebra II, c2015 Houghton Mifflin Harcourt: California Geometry, c2015 Pearson Prentice Hall, Pre Calculus: Enhanced with Graphing Utilities, 5th Edition, c2009 Pearson Prentice Hall, Stats: Modeling the World, 3rd Edition, Bock/Velleman/De Veaux, c2010 Glencoe: Conceptual Geometry, c2005 Cengage Learning, Calculus for AP, c2017 Macmillan Learning, The Basic Practice of Statistics, 7th Edition, c2015	Yes	0
Science	Holt, Rinehart & Winston, Holt Biology, c2008 (Sheltered Biology) Prentice Hall, Prentice Hall Biology, c2007 AGS Publishing, Biology: Cycles of Life, c2006 Holt, Rinehart & Winston, Holt Chemistry, c2007 Prentice Hall, Conceptual Chemistry, c2007 McGraw-Hill Professional, Alternative Energy Demystified, c2006 Holt, Rinehart & Winston, Holt Science Spectrum: Physical Science with Earth and Space Science, c2007 Holt, Rinehart & Winston, Earth Science, c2007 AGS Publishing, Earth Science, c2004 Paradigm Publishing, Biotechnology: Science for the New Millennium, c2007 Elsevier/Mosby, The Human Body in Health and Disease, c2005 Glencoe/McGraw-Hill Publishing, Essentials of Anatomy and Physiology Lab Manual, c2007 Prentice Hall, Conceptual Physics, c2009 Holt, Rinehart & Winston, Holt Physics, c2007 Holt, Rinehart & Winston, Holt Environmental Science, c2008 AGS Publishing, Environmental Science, c2007 People's Education, Environment, c2008 Pearson/Benjamin Cummings, Fundamentals of Anatomy and Physiology, c2009 Prentice Hall, Prentice Hall Chemistry, c2007 Holt, Rinehart & Winston, Holt Physics, c2007 Prentice Hall, Prentice Hall Chemistry: The Central Science, AP Edition, c2006 Prentice Hall, Campbell, Reece, AP Biology, c2014 Cengage, College Physics, c2012 John Wiley & Sons, Environment, c2007	Yes	0

Subject	Textbooks		
History-Social Science	Prentice Hall, World History: The Modern World, c2007 Walch Publishing, Power Basics® World History II—Renaissance to the Late 1800's, c2005 Walch Publishing, Power Basics® World History III—1900 to Present, c2005 Prentice Hall, Civilization Past & Present, c2007 Prentice Hall, Documents In World History, Vols. 1 & 2, c2006 Teacher's Curriculum Institute, Geography Alive! Regions and People, c2006 Prentice Hall, World Cultures: A Global Mosaic, c2004 Prentice Hall, World Geography: Building a Global Perspective, c2007 Prentice Hall, United States History: Modern America, c2008 Walch Publishing, Power Basics® United States History, c2005 Prentice Hall, Magruder's American Government, c2006 Glencoe/McGraw-Hill, Understanding Psychology, c2003 Holt, Rinehart & Winston, Sociology: The Study of Human Relationships, c2008 Globe Fearon, The Latino Experience in U.S. History, c1994 EMC/Paradigm Publishing, Economics, New Ways of Thinking, c2007 Prentice Hall, Government by the People—National, State & Local Version, c2014 Lanahan Publishers, Inc. The Lanahan Readings in the American Polity, c2007 McGraw-Hill, AP Achiever: Advanced Placement Exam Prep Guide, c2007 Prentice Hall, Foundations of Economics, AP Edition, c2015 Bedford/St. Martin, The American Promise: A History of the United States, 6th Edition, c2015 Thomson Learning, Voices of the American Past: Documents in U.S. History, Vols. 1 & 2, c2005 AMSCO School Publications, Inc. United States History: Preparing for the Advanced Placement Examination, c2006 Pearson Prentice Hall, World Civilizations – The Global Experience, c2015 Bedford, Freeman, Worth: Myers Psychology for AP, 2nd Edition, c2015	Yes	0
Foreign Language	McDougal Littell, ¡En Español!, Levels 1-4, c2004 ? Holt, Nuevas Vistas, Introduction & Book 1, (Spanish For Native Speakers) Holt, Nuevas Vistas, Book 2, c2006 (AP Spanish) McDougal Littell, Discovering French Nouveau, Levels 1- 3, c2004 Holt, Komm Mit, Level 1-3, c2006 Cheng & Tsui Publishing, Adventures In Japanese, Vol. 1-4, c2001 Cheng & Tsui Publishing, Integrated Chinese, c2008	Yes	0
Health	Holt, Rinehart & Winston, Lifetime Health, c2004	Yes	0

School Facility Conditions and Planned Improvements

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	408	NT	NT	NT	NT
Female	200	NT	NT	NT	NT
Male	208	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	22	NT	NT	NT	NT
Black or African American	60	NT	NT	NT	NT
Filipino	19	NT	NT	NT	NT
Hispanic or Latino	252	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	11	NT	NT	NT	NT
Two or More Races	19	NT	NT	NT	NT
White	24	NT	NT	NT	NT
English Learners	30	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	26	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	233	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	56	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	408	NT	NT	NT	NT
Female	200	NT	NT	NT	NT
Male	208	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	22	NT	NT	NT	NT
Black or African American	60	NT	NT	NT	NT
Filipino	19	NT	NT	NT	NT
Hispanic or Latino	252	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	11	NT	NT	NT	NT
Two or More Races	19	NT	NT	NT	NT
White	24	NT	NT	NT	NT
English Learners	30	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	26	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	233	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	56	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	408	425	80	20	11
Female	200	164	82	18	10
Male	208	161	77	23	12
American Indian or Alaska Native	1		100	0	0
Asian	22	20	91	9	27
Black or African American	60	70	83	17	13
Filipino	19	15	79	21	11
Hispanic or Latino	252	197	78	22	9

Native Hawaiian or Pacific Islander	11	7	64	36	18
Two or More Races	18	16	89	11	17
White	24	18	75	25	4
English Learners	30	21	70	30	2
Foster Youth	0	0	0	0	0
Homeless	13	8	62	38	15
Military	0	0	0	0	0
Socioeconomically Disadvantaged	233	180	77	23	8
Students Receiving Migrant Education Services	4	3	75	25	0
Students with Disabilities	56	28	50	50	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	408	325	80	20	8
Female	200	165	83	18	7
Male	208	160	77	23	9
American Indian or Alaska Native	1	1	100	0	0
Asian	22	21	95	5	36
Black or African American	60	49	82	18	2
Filipino	19	14	74	26	5
Hispanic or Latino	252	198	79	21	7
Native Hawaiian or Pacific Islander	11	6	55	45	0
Two or More Races	18	16	89	11	11
White	24	19	79	21	8
English Learners	30	20	67	33	0
Foster Youth	0	0	0	0	0
Homeless	13	8	62	38	8
Military	0	0	0	0	0
Socioeconomically Disadvantaged	233	181	78	22	5
Students Receiving Migrant Education Services	4	3	75	25	0
Students with Disabilities	56	31	55	45	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	751	NT	NT	NT	NT
Female	363	NT	NT	NT	NT
Male	388	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	47	NT	NT	NT	NT
Black or African American	111	NT	NT	NT	NT
Filipino	32	NT	NT	NT	NT
Hispanic or Latino	461	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	19	NT	NT	NT	NT
Two or More Races	30	NT	NT	NT	NT
White	50	NT	NT	NT	NT
English Learners	40	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	48	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	440	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	84	NT	NT	NT	NT

2020-21 Career Technical Education Programs

Career Pathway Programs

Advanced Manufacturing Pathway
Biomedical Pathway
Engineering Pathway
Entrepreneurship Pathway
Farm to Fork Pathway
Multi-Media Pathway (CMMA and MTAP)
Photography Pathway
Sports Medicine Pathway
Theatre Pathway
Wood Technology Pathway

A list of program sequences offered by the school district. The list should identify courses conducted by a regional occupational center or program, and those conducted directly by the school district; and

Career Pathway Courses

Advanced Manufacturing I P
Advanced Manufacturing II

Principles for Biomedical Science P
Human Body Systems P
Medical Interventions P
Biomedical Innovation H

Introduction to Engineering Design P
Principles of Engineering P

Entrepreneurship I P
Entrepreneurship II P

Multi-Media I P
Multi-Media II P

Photography I P
Photography II P

Sports Medicine I P
Sports Medicine II P

Biology & Sustainable Agriculture P
Chemistry & Agriscience P

Theatre I P
Theatre II P

Wood Technology I P
Wood Technology II P

ROP Career Pathway Courses

Automotive Collision and Refinishing I P
Automotive Collision and Refinishing II P

Automotive Technology I P
Automotive Technology II P

Careers in Education I P

2020-21 Career Technical Education Programs

Careers in Education II P

Careers in Law, Forensics & Public Safety I P
Careers in Law, Forensics & Public Safety II P

Construction Technology I P
Construction Technology II P

Culinary Science I P
Culinary Science II P

Cybersecurity I P
Cybersecurity II P

Dental Assisting I P
Dental Assisting II P

First Responder/EMT I P
First Responder/EMT II P

Medical Careers I P
Medical Careers II P

Merchandising

Welding Technology I P
Welding Technology II P

A listing of the primary representative of the district's CTE advisory committee and the industries represented on the committee.

District CTE Representative: Veronica Ortiz, College and Career Coordinator

CTE Advisory Industry Partners

Academy of Arts Unviersity of SF; Babuljak Photography; Born and Raised Marketing; High Five; Laney Photo; Molly McCoy Graphic Design; Plantain Studios Sparq Marketing; Steve McKinley Graphic Design; Studio One Photography; Thumbtack Studios; Bal Theater; Dance Live Dream Center; Douglas Morrison Theater; Santa Rosa Junior College; ACCO Engineered Systems; Bay Area Redwood; Construction Craft Training; John Rogers Construction; Local Carpenters 713; Red Point Builders; RDO Vermeer Equipment; Bell & Associates; Galdstone Institute; Roche; Kraski's Nutrition; Olberg Chiropractic; Kaiser, Fremont, CA; Alliance Gas Products; Complete Engineered Solutions; Pilot City; NFTE Bay Area; Showtime Networks INC.; KRON 4

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	669
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	56
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	31

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	98.7
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	48.3

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

Hayward High School greatly benefits from its supportive parents who participate on the School Site Council (SSC), Band Boosters, African American Student Achievement Initiative (AASAI), and the English Language Advisory Committee (ELAC).

The Hayward High faculty is proud to partner with parents and community members in offering an on-site and interactive Parent Center. The Parent Center's purpose is multi-faceted as it addresses issues for the well-being of parents as well as that of our students on site. The Parent Center has been designed to welcome parents from all diverse cultural and linguistic backgrounds. The faculty believes that by developing strong and open partnerships students will be able to reach their full potential in their academic endeavors. Parents, therefore, must have a central location on campus in order to meet with staff, access bilingual resources, and become an intrinsic part of the school community. The Parent Center addresses this exact need and strives to develop opportunities for parents to participate in their child's education and monitor their academic progress. Parents are able to learn about programs, courses, athletic events, assemblies on campus, and are able to participate in monthly workshops and Coffee with the Principal. In addition, there are several computers with internet access available in the center for parent/guardian use. If you are interested in volunteering in the center, stop by the office to obtain information.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	6.1	8.4	7.3	9.7	8.8	11.8	9.0	8.9	9.4
Graduation Rate	89.7	90.4	90.6	83.9	84.3	80.3	84.5	84.2	83.6

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	371	336	90.6
Female	173	159	91.9
Male	198	177	89.4
American Indian or Alaska Native	0	0	0.00
Asian	27	25	92.6
Black or African American	54	52	96.3
Filipino	15	13	86.7
Hispanic or Latino	226	205	90.7
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	28	23	82.1
English Learners	35	29	82.9
Foster Youth	--	--	--
Homeless	13	10	76.9
Socioeconomically Disadvantaged	302	273	90.4
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	37	30	81.1

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1757	1729	255	14.7
Female	854	847	121	14.3
Male	903	882	134	15.2
American Indian or Alaska Native	2	2	1	50.0
Asian	86	84	5	6.0
Black or African American	223	220	25	11.4
Filipino	80	79	3	3.8
Hispanic or Latino	1150	1132	178	15.7
Native Hawaiian or Pacific Islander	46	46	12	26.1
Two or More Races	64	62	15	24.2
White	99	97	14	14.4
English Learners	187	184	48	26.1
Foster Youth	4	4	2	50.0
Homeless	49	48	15	31.3
Socioeconomically Disadvantaged	1107	1091	206	18.9
Students Receiving Migrant Education Services	13	12	1	8.3
Students with Disabilities	215	210	57	27.1

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	10.16	0.00	4.62	0.01	3.47	0.20
Expulsions	0.34	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	4.07	3.48	2.45
Expulsions	0.12	0.05	0.05

2020-21 Suspensions and Expulsions by Student Group

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

2021-22 School Safety Plan

At the time of the latest review of the School Site Safety Plan, all revisions were communicated to both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire, disaster, and lockdown drills are conducted on a regular basis throughout the school year.

Students are supervised throughout the day by teachers, administrators, and Campus Supervisors. There is a designated area for student drop off and pick up. Visitors need to check in the front office and receive a badge.

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 2021-22 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.

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	21	36	23	27
Mathematics	21	35	33	11
Science	22	22	31	10
Social Science	20	31	15	21

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	21	34	32	19
Mathematics	21	35	34	9
Science	23	17	36	6
Social Science	21	25	18	22

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	22	32	31	22
Mathematics	21	32	35	13
Science	23	23	34	12
Social Science	19	37	19	18

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	282.7

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)	6
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	3.4

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	$8,499.72	$1,361.77	$7,137.95	$116,257.29
District	N/A	N/A	$7,750.00	
Percent Difference - School Site and District	N/A	N/A	-8.2	-1.2
State			$8,444	$86,376
Percent Difference - School Site and State	N/A	N/A	-16.8	29.5

2020-21 Types of Services Funded

Each year at Hayward High School, the SSC meets to discuss the Site Plan for the following year. They approve which supplemental intervention services will be provided based on the monies received due to the school's Title I status. The services and positions that have been approved for this year include, but are not limited to:

Resources/Services:
- Supplemental education materials
- Upgraded technology materials
- Increased teacher collaboration outside of the work day
- Professional development for teachers
- Funding for tutors after school
- Funding for field trips

Positions:
- Bilingual paraeducators
- Family Engagement Specialist
- Full-time College and Career Tech
- Restorative Justice Counselor
- Intervention Programs Assistant

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%

2020-21 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	22.9

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	1
English	8
Fine and Performing Arts	0
Foreign Language	2
Mathematics	2
Science	3
Social Science	9
Total AP Courses Offered	25

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 five staff development days in 2020-2021. The curricular focus of the past five years, and the current school year, is Culturally Responsive Teaching and Deeper Learning. In addition to the full days, Hayward High School is also coordinating minimum days to provide ongoing professional development in CRT and Anti-Bias/Anti-Racism training.

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