

# Mt. Eden High

## 2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)

### 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 <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://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 <https://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) <https://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.

## 2022-23 School Contact Information

|  |                                   |
|--|-----------------------------------|
| <b>School Name</b>                       | Mt. Eden High                     |
| <b>Street</b>                            | 2300 Panama St.                   |
| <b>City, State, Zip</b>                  | Hayward, CA 94545-4662            |
| <b>Phone Number</b>                      | (510) 723-3180                    |
| <b>Principal</b>                         | Monique Walton, Ed.D              |
| <b>Email Address</b>                     | Mwalton@husd.k12.ca.us            |
| <b>School Website</b>                    | MEHS-haywardusd-ca.schoolloop.com |
| <b>County-District-School (CDS) Code</b> | 01611920135319                    |

## 2022-23 District Contact Information

|                                 |                                 |
|---------------------------------|---------------------------------|
| <b>District Name</b>            | Hayward Unified School District |
| <b>Phone Number</b>             | (510) 784-2600                  |
| <b>Superintendent</b>           | Chien Wu Fernandez              |
| <b>Email Address</b>            | cfernandez@husd.k12.ca.us       |
| <b>District Website Address</b> | www.husd.k12.ca.us              |

## 2022-23 School Overview

Mt. Eden High School is dedicated to preparing responsible, productive citizens with strong critical thinking and academic skills by providing a rigorous, dynamic, and comprehensive curriculum that is delivered in partnership with the community, student families and a highly qualified staff in a safe and caring environment. Mt. Eden has a rich tradition of high student achievement and provides a sound, standard-based education while also promoting high moral character of all students.

Mt. Eden Expected School wide Learning Results (ESLRs)

Mt. Eden High School will prepare its graduates to be:

- 1) Masterful and effective communicators through oral, written, and visual expression.
- 2) On task and proficient with basic academic skills
- 3) Novel and inspirational critical higher-order-thinkers.
- 4) Aware and self-directed learners.
- 5) Respectful collaborative workers.
- 6) Community builders & participants.
- 7) Hardworking & productive citizens.

Mt. Eden High School Mission Statement:

Mt. Eden is a comprehensive college preparatory high school dedicated to educating a diverse community of learners. Mt. Eden High School teaches critical thinking skills to provide students with the expertise needed for college and career success in the 21st century. Scholars will reach their fullest potential in a safe learning environment that is staffed with caring adults. The intersection of academic competence and social conscience is achieved through an integrated pedagogical, curricular, and extracurricular programs.

MEHS Vision Statement:

Mt. Eden High School will be a recognized leader in preparing students to participate in a global economy. We believe in the collaboration of staff, students, parents, and the community to develop a culture of college and career readiness. We consciously emphasize the values and skills that will produce life-long learners.

## 2022-23 School Overview

In conjunction with the recently adopted Equity and Anti-Racism board policy, we at MEHS are committed to establishing and sustaining a community that shares a collective responsibility to recognize, interrupt, dismantle, and eliminate actions, decisions, and outcomes that result from and perpetuate racism. We, too, reject all forms of racism and bias as destructive to our mission of educational equity for all students. And we model behaviors that are consistent within this type of environment by being conscious of our language, actions, and practices.

## About this School

### 2021-22 Student Enrollment by Grade Level

| Grade Level             | Number of Students |
|-------------------------|--------------------|
| Grade 9                 | 454                |
| Grade 10                | 486                |
| Grade 11                | 528                |
| Grade 12                | 473                |
| <b>Total Enrollment</b> | <b>1,941</b>       |

### 2021-22 Student Enrollment by Student Group

| Student Group                       | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female                              | 48.1                        |
| Male                                | 51.9                        |
| American Indian or Alaska Native    | 0.2                         |
| Asian                               | 11.1                        |
| Black or African American           | 7.5                         |
| Filipino                            | 12.0                        |
| Hispanic or Latino                  | 58.7                        |
| Native Hawaiian or Pacific Islander | 3.7                         |
| Two or More Races                   | 3.4                         |
| White                               | 3.3                         |
| English Learners                    | 11.1                        |
| Foster Youth                        | 0.3                         |
| Homeless                            | 0.3                         |
| Migrant                             | 1.0                         |
| Socioeconomically Disadvantaged     | 53.3                        |
| Students with Disabilities          | 13.5                        |



## **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

## 2020-21 Teacher Preparation and Placement

| Authorization/Assignment   | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| <b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b> | 73.00         | 84.60          | 816.80          | 82.14            | 228366.10    | 83.12         |
| <b>Intern Credential Holders Properly Assigned</b>   | 0.20          | 0.29           | 28.40           | 2.86             | 4205.90      | 1.53          |
| <b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>                      | 5.50          | 6.40           | 81.30           | 8.18             | 11216.70     | 4.08          |
| <b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>                         | 2.00          | 2.35           | 33.60           | 3.38             | 12115.80     | 4.41          |
| <b>Unknown</b>   | 5.40          | 6.35           | 34.00           | 3.43             | 18854.30     | 6.86          |
| <b>Total Teaching Positions</b>  | 86.30         | 100.00         | 994.30          | 100.00           | 274759.10    | 100.00        |

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

| Authorization/Assignment   | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| <b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b> | 73.40         | 77.91          | 841.90          | 83.53            | 234405.20    | 84.00         |
| <b>Intern Credential Holders Properly Assigned</b>   | 2.70          | 2.96           | 23.40           | 2.33             | 4853.00      | 1.74          |
| <b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>                      | 4.10          | 4.42           | 62.20           | 6.18             | 12001.50     | 4.30          |
| <b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>                         | 2.40          | 2.57           | 21.80           | 2.17             | 11953.10     | 4.28          |
| <b>Unknown</b>   | 11.40         | 12.10          | 58.30           | 5.79             | 15831.90     | 5.67          |
| <b>Total Teaching Positions</b>  | 94.30         | 100.00         | 1007.90         | 100.00           | 279044.80    | 100.00        |

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

### Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

| Authorization/Assignment                                     | 2020-21     | 2021-22     |
|--|-------------|-------------|
| Permits and Waivers  | 2.30        | 0.60        |
| Misassignments   | 3.10        | 3.50        |
| Vacant Positions   | 0.00        | 0.00        |
| <b>Total Teachers Without Credentials and Misassignments</b> | <b>5.50</b> | <b>4.10</b> |

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

| Indicator  | 2020-21     | 2021-22     |
|--|-------------|-------------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00        | 0.00        |
| Local Assignment Options                               | 2.00        | 2.40        |
| <b>Total Out-of-Field Teachers</b>                     | <b>2.00</b> | <b>2.40</b> |

### 2021-22 Class Assignments

| Indicator  | 2020-21 | 2021-22 |
|--|---------|---------|
| <b>Misassignments for English Learners</b><br>(a percentage of all the classes with English learners taught by teachers that are misassigned)              | 7.20    | 2.70    |
| <b>No credential, permit or authorization to teach</b><br>(a percentage of all the classes taught by teachers with no record of an authorization to teach) | 11.90   | 0.00    |

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected

January 2022

| Subject                      | Textbooks and Other Instructional Materials/year of Adoption   | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
|------------------------------|--|-----------------------------|--|
| <b>Reading/Language Arts</b> | Heinle/Cengage Learning: Milestones, c2009<br>Wadsworth/Cengage Learning: Perrine’s Literature: Structure Sound & Sense, 10th Edition, c2009<br>Bedford St. Martin: 50 Essays: A Portable Anthology, c2004<br>Bedford St. Martin: Everything’s an Argument/ with Readings, 5th Edition, c2010<br>WWNorton: “They Say/I Say”: The Moves That Matter in Academic Reading, c2009<br>Wadsworth/Cengage Learning: Fast Track to a 5: Preparing for the AP* English Literature and Composition Examination, 10th Edition, c2010<br>9-10th Grade: Pearson Prentice Hall: Pearson Literature for California: Reading and Language, c2010<br>11-12th Grade: McDougal Littell: The Language of Literature, c2002; CSU Expository Reading and Writing Advisory Committee: Expository Reading and Writing Course (12th), c2013 | Yes                         | 0  |
| <b>Mathematics</b>           | Houghton Mifflin Harcourt: California Algebra I, c2015<br>Houghton Mifflin Harcourt: California Algebra II, c2015<br>Houghton Mifflin Harcourt: California Geometry, c2015<br>Cengage Learning, PreCalculus With Limits, c2018<br>Pearson Prentice Hall, Stats: Modeling the World, 3rd Edition, Bock/Velleman/De Veaux, c2010<br>Glencoe: Conceptual Geometry, c2005<br>Cengage Learning, Calculus for AP, c2017<br>Macmillan Learning, The Basic Practice of Statistics, 7th Edition, c2015<br>Kendall Hunt, Statistics in Action c2008<br>W.H. Freeman & Company: Statistics and Probability with Applications, c2017   | Yes                         | 0  |
| <b>Science</b>               | Holt, Rinehart & Winston, Holt Biology, c2008 (Sheltered Biology)<br>Prentice Hall, Prentice Hall Biology, c2007<br>AGS Publishing, Biology: Cycles of Life, c2006<br>Holt, Rinehart & Winston, Holt Chemistry, c2007<br>Prentice Hall, Conceptual Chemistry, c2007<br>McGraw-Hill Professional, Alternative Energy Demystified, c2007<br>Holt, Rinehart & Winston, Holt Science Spectrum: Physical Science with Earth and Space Science, c2007<br>Holt, Rinehart & Winston, Earth Science, c2007<br>AGS Publishing, Earth Science, c2004<br>Paradigm Publishing, Biotechnology: Science for the New Millennium, c2007<br>Elsevier/Mosby, The Human Body in Health and Disease, c2005<br>Glencoe/McGraw-Hill Publishing, Essentials of Anatomy and Physiology Lab Manual, c2007                                    | Yes                         | 0  |

|                               |   |     |   |
|-------------------------------|---|-----|---|
|                               | <p>Prentice Hall, Conceptual Physics, c2009<br/> Holt, Rinehart &amp; Winston, Holt Physics, c2007<br/> Holt, Rinehart &amp; Winston, Holt Environmental Science, c2008<br/> AGS Publishing, Environmental Science, c2007<br/> Pearson/Benjamin Cummings, Fundamentals of Anatomy and Physiology, c2009<br/> Prentice Hall, Prentice Hall Chemistry, c2007<br/> Holt, Rinehart &amp; Winston, Holt Physics, c2007<br/> Prentice Hall, Prentice Hall Chemistry: The Central Science, AP Edition, c2018<br/> Prentice Hall, Campbell, Reece, AP Biology, c2014<br/> Pearson, College Physics: Explore and Apply, 2nd Edition, c2019<br/> John Wiley &amp; Sons, Environment, c2007<br/> McGraw Hill, Exploring Geology c2019</p>  |     |   |
| <b>History-Social Science</b> | <p>Prentice Hall, World History: The Modern World, c2007<br/> Walch Publishing, Power Basics® World History III—1900 to Present, c2005<br/> Prentice Hall, Civilization Past &amp; Present, c2007<br/> Prentice Hall, Civilization Past &amp; Present, c2007<br/> Prentice Hall, Documents In World History, Vols. 1 &amp; 2, c2006<br/> Teacher’s Curriculum Institute, Geography Alive! Regions and People, c2006<br/> Prentice Hall, World Cultures: A Global Mosaic, c2004<br/> Prentice Hall, World Geography: Building a Global Perspective, c2007<br/> Prentice Hall, United States History: Modern America, c2008<br/> Walch Publishing, Power Basics® United States History, c2005<br/> Prentice Hall, Magruder’s American Government, c2006<br/> Glencoe/McGraw-Hill, Understanding Psychology, c2003<br/> Holt, Rinehart &amp; Winston, Sociology: The Study of Human Relationships, c2008<br/> EMC/Paradigm Publishing, Economics, New Ways of Thinking, c2007<br/> Prentice Hall, Government by the People c2016<br/> Lanahan Publishers, Inc. The Lanahan Readings in the American Polity, c2007<br/> Prentice Hall, Foundations of Economics, AP Edition, c2015<br/> Bedford/St. Martin, The American Promise: A History of the United States, 6th Edition, c2015<br/> Thomson Learning, Voices of the American Past: Documents in U.S. History, Vols. 1 &amp; 2, c2008<br/> Bedford, Freeman, Worth: Myers Psychology for AP, 3rd Edition, c2018<br/> Bedford, Freeman, Worth, Fabric of a Nation: A Brief History with Skills and Sources<br/> Bedford, Freeman, Worth, American Government: Stories of a Nation First Edition</p> | Yes | 0 |
| <b>Foreign Language</b>       | <p>McDougal Littell, ¡En Español!, Levels 1-4, c2004<br/> Holt, Nuevas Vistas, Introduction &amp; Book 1, (Spanish For Native Speakers)<br/> Holt, Nuevas Vistas, Book 2, c2006 (AP Spanish)<br/> McDougal Littell, Discovering French Nouveau, Levels 1- 3, c2004<br/> Holt, Komm Mit, Level 1-3, c2006<br/> Cheng &amp; Tsui Publishing, Adventures In Japanese, Vol. 1-4, c2001</p>  | Yes | 0 |



|               |  |     |   |
|---------------|--|-----|---|
|               | Cheng & Tsui Publishing, Integrated Chinese, c2009 |     |   |
| <b>Health</b> | Holt, Rinehart & Winston, Lifetime Health, c2004   | Yes | 0 |

### School Facility Conditions and Planned Improvements

|   |              |
|---|--------------|
| <b>Year and month of the most recent FIT report</b> | January 2022 |
|---|--------------|

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

### Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|-----------|------|------|------|
|           |      | X    |      |

### 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).
4. **College and Career Ready**  
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.

#### 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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

| Subject  | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| <b>English Language Arts/Literacy</b><br>(grades 3-8 and 11) | N/A            | 55             | N/A              | 36               | N/A           | 47            |
| <b>Mathematics</b><br>(grades 3-8 and 11)                    | N/A            | 23             | N/A              | 19               | N/A           | 33            |

## 2021-22 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.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

| CAASPP Student Groups                                | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| <b>All Students</b>                                  | 501                     | 420                  | 83.83                 | 16.17                     | 54.85                          |
| <b>Female</b>  | 244                     | 204                  | 83.61                 | 16.39                     | 60.20                          |
| <b>Male</b>  | 257                     | 216                  | 84.05                 | 15.95                     | 49.76                          |
| <b>American Indian or Alaska Native</b>              | --                      | --                   | --                    | --                        | --                             |
| <b>Asian</b>   | 47                      | 42                   | 89.36                 | 10.64                     | 73.81                          |
| <b>Black or African American</b>                     | 29                      | 21                   | 72.41                 | 27.59                     | 35.00                          |
| <b>Filipino</b>                                      | 74                      | 70                   | 94.59                 | 5.41                      | 61.76                          |
| <b>Hispanic or Latino</b>                            | 290                     | 238                  | 82.07                 | 17.93                     | 51.07                          |
| <b>Native Hawaiian or Pacific Islander</b>           | 19                      | 16                   | 84.21                 | 15.79                     | 43.75                          |
| <b>Two or More Races</b>                             | 20                      | 16                   | 80.00                 | 20.00                     | 75.00                          |
| <b>White</b>   | 21                      | 17                   | 80.95                 | 19.05                     | 47.06                          |
| <b>English Learners</b>                              | 35                      | 25                   | 71.43                 | 28.57                     | 4.17                           |
| <b>Foster Youth</b>                                  | --                      | --                   | --                    | --                        | --                             |
| <b>Homeless</b>                                      | --                      | --                   | --                    | --                        | --                             |
| <b>Military</b>                                      | 0                       | 0                    | 0.00                  | 0.00                      | 0.00                           |
| <b>Socioeconomically Disadvantaged</b>               | 272                     | 220                  | 80.88                 | 19.12                     | 55.61                          |
| <b>Students Receiving Migrant Education Services</b> | --                      | --                   | --                    | --                        | --                             |
| <b>Students with Disabilities</b>                    | 62                      | 40                   | 64.52                 | 35.48                     | 7.50                           |

## 2021-22 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.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

| CAASPP Student Groups                                | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| <b>All Students</b>                                  | 501                     | 382                  | 76.25                 | 23.75                     | 22.83                          |
| <b>Female</b>  | 244                     | 186                  | 76.23                 | 23.77                     | 24.86                          |
| <b>Male</b>  | 257                     | 196                  | 76.26                 | 23.74                     | 20.92                          |
| <b>American Indian or Alaska Native</b>              | --                      | --                   | --                    | --                        | --                             |
| <b>Asian</b>   | 47                      | 38                   | 80.85                 | 19.15                     | 36.84                          |
| <b>Black or African American</b>                     | 29                      | 18                   | 62.07                 | 37.93                     | 11.11                          |
| <b>Filipino</b>                                      | 74                      | 63                   | 85.14                 | 14.86                     | 38.10                          |
| <b>Hispanic or Latino</b>                            | 290                     | 217                  | 74.83                 | 25.17                     | 16.67                          |
| <b>Native Hawaiian or Pacific Islander</b>           | 19                      | 16                   | 84.21                 | 15.79                     | 18.75                          |
| <b>Two or More Races</b>                             | 20                      | 13                   | 65.00                 | 35.00                     | 38.46                          |
| <b>White</b>   | 21                      | 17                   | 80.95                 | 19.05                     | 17.65                          |
| <b>English Learners</b>                              | 35                      | 24                   | 68.57                 | 31.43                     | 0.00                           |
| <b>Foster Youth</b>                                  | --                      | --                   | --                    | --                        | --                             |
| <b>Homeless</b>                                      | --                      | --                   | --                    | --                        | --                             |
| <b>Military</b>                                      | 0                       | 0                    | 0.00                  | 0.00                      | 0.00                           |
| <b>Socioeconomically Disadvantaged</b>               | 272                     | 199                  | 73.16                 | 26.84                     | 24.24                          |
| <b>Students Receiving Migrant Education Services</b> | --                      | --                   | --                    | --                        | --                             |
| <b>Students with Disabilities</b>                    | 62                      | 39                   | 62.90                 | 37.10                     | 0.00                           |

## 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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

| Subject   | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|---|----------------|----------------|------------------|------------------|---------------|---------------|
| <b>Science</b><br>(grades 5, 8 and high school) | NT             | 24.01          | --               | 17.77            | 28.5          | 29.47         |

## 2021-22 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. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Student Group  | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|--|------------------|---------------|----------------|--------------------|-------------------------|
| <b>All Students</b>                                  | 935              | 561           | 60             | 40                 | 24.01                   |
| <b>Female</b>  | 455              | 267           | 58.68          | 41.32              | 22.64                   |
| <b>Male</b>  | 480              | 294           | 61.25          | 38.75              | 25.26                   |
| <b>American Indian or Alaska Native</b>              | --               | --            | --             | --                 | --                      |
| <b>Asian</b>   | 108              | 64            | 59.26          | 40.74              | 37.5                    |
| <b>Black or African American</b>                     | 62               | 32            | 51.61          | 48.39              | 12.5                    |
| <b>Filipino</b>                                      | 130              | 95            | 73.08          | 26.92              | 33.68                   |
| <b>Hispanic or Latino</b>                            | 533              | 309           | 57.97          | 42.03              | 20.2                    |
| <b>Native Hawaiian or Pacific Islander</b>           | 36               | 22            | 61.11          | 38.89              | 13.64                   |
| <b>Two or More Races</b>                             | 29               | 19            | 65.52          | 34.48              | 31.58                   |
| <b>White</b>   | 34               | 20            | 58.82          | 41.18              | 15.79                   |
| <b>English Learners</b>                              | 66               | 31            | 46.97          | 53.03              | 0                       |
| <b>Foster Youth</b>                                  | --               | --            | --             | --                 | --                      |
| <b>Homeless</b>                                      | --               | --            | --             | --                 | --                      |
| <b>Military</b>                                      | 0                | 0             | 0              | 0                  | 0                       |
| <b>Socioeconomically Disadvantaged</b>               | 501              | 284           | 56.69          | 43.31              | 21.63                   |
| <b>Students Receiving Migrant Education Services</b> | 12               | 8             | 66.67          | 33.33              | --                      |
| <b>Students with Disabilities</b>                    | 109              | 58            | 53.21          | 46.79              | 0                       |

## 2021-22 Career Technical Education Programs

Our site offers the following programs and pathways:

AVID Program  
 PUENTE Program  
 Mt. Eden Art and Technology Pathway (MTAP)  
 Regional Occupation Program (ROP)  
 Youth Enrichment Program  
 Counseling Enriched Program

Below is a list of courses offered to students within the R.O.P. program:

Entrepreneurship  
 Entrepreneurship II  
 Sports Medicine  
 Sports Medicine II  
 Multi Media  
 Multi Media II  
 Visual Communications/Productions  
 Criminal Justice  
 Auto Mechanics  
 Medical Assistance  
 Dental Hygienics  
 Automotive Collision  
 Automotive Collision  
 Construction Technology  
 Culinary Science  
 First Responders EMT  
 Merchandizing & Welding

Below are the following CTE Representatives:

George Mitsopoulos  
 William Wright  
 Veronica Ortiz  
 Norma Diaz  
 Diana Cuevas

## 2021-22 Career Technical Education (CTE) Participation

| Measure   | CTE Program Participation |
|---|---------------------------|
| Number of Pupils Participating in CTE   | 660                       |
| Percent of Pupils that Complete a CTE Program and Earn a High School Diploma  | 51.9                      |
| Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education |                           |

## 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 |
|---|---------|
| 2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission          | 97.63   |
| 2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission | 50.69   |

## 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.

## 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Grade Level | Component 1:<br>Aerobic Capacity | Component 2:<br>Abdominal<br>Strength and<br>Endurance | Component 3:<br>Trunk Extensor<br>and Strength and<br>Flexibility | Component 4:<br>Upper Body<br>Strength and<br>Endurance | Component 5:<br>Flexibility |
|-------------|----------------------------------|--|---|---|-----------------------------|
| Grade 9     | 25.3%                            | 95.2%  | 93.8%   | 94.6%   | 25.4%                       |

## 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.

## 2022-23 Opportunities for Parental Involvement

Mt Eden High School offers a wide variety of opportunities for parent involvement and input. Mixed stakeholder leadership at MEHS is a shared responsibility including the district, MEHS administration, the instructional staff, students, and parents. All stakeholders may participate on various committees to make decisions regarding MEHS priorities and educational planning to ensure that instructional programs are consistent with students' needs. Leadership teams & opportunities for parents at MEHS are: School Site Council (SSC), Site Based Decision Making (SBDM), and the English Learner Advisory Council (ELAC) & Parent Teacher Student Association (PTSA). These groups are led by parent leaders as well as students, teachers, and staff.

Since the 2015-2016 school year, Hayward Unified School District (HUSD) has implemented the Parent Portal System of Infinite Campus to provide parents with the options of staying aware of their student's activities and grades at Mt. Eden High School. Through assistance with our Family Engagement Specialist (FES), we are working to ensure all families have access to Parent Portal and know how to access important information about student academic success.

In addition, our school continues to engage with parents/community through weekly newsletters and other opportunities for parents and families to connect with school staff. We provide monthly hosted by the principal with parents as a forum to inform, discuss, and strategize about the latest happenings of our school, including our students' academic progress, plans to raise student achievement, and campus safety. In addition, our school greatly benefits from its supportive parents who participate on



## 2022-23 Opportunities for Parental Involvement

our Athletic, Vocal, Band Boosters, and our African American Student Achievement Initiative (AASAI) that meet regularly to plan ways to support our students in the various programs. Our school is actively engaging and supporting parents/students to participate in District-wide programs such as African American Student Achievement Initiative (AASAI), DELAC, and District Safety Committees with hopes to continue empowering our parents to support the nurturing of a positive and successful school climate.

### 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 2019-20 | School 2020-21 | School 2021-22 | District 2019-20 | District 2020-21 | District 2021-22 | State 2019-20 | State 2020-21 | State 2021-22 |
|-----------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Dropout Rate    |                | 2.8            | 7              |                  | 8.8              | 10.4             |               | 8.9           | 7.8           |
| Graduation Rate |                | 94.8           | 89.7           |                  | 84.3             | 83.2             |               | 84.2          | 87            |

## 2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 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](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

| Student Group  | Number of Students in Cohort | Number of Cohort Graduates | Cohort Graduation Rate |
|--|------------------------------|----------------------------|------------------------|
| <b>All Students</b>                                  | 455                          | 408                        | 89.7                   |
| <b>Female</b>  | 218                          | 203                        | 93.1                   |
| <b>Male</b>  | 237                          | 205                        | 86.5                   |
| <b>American Indian or Alaska Native</b>              | --                           | --                         | --                     |
| <b>Asian</b>   | 64                           | 59                         | 92.2                   |
| <b>Black or African American</b>                     | 37                           | 34                         | 91.9                   |
| <b>Filipino</b>                                      | 57                           | 57                         | 100.0                  |
| <b>Hispanic or Latino</b>                            | 254                          | 220                        | 86.6                   |
| <b>Native Hawaiian or Pacific Islander</b>           | 18                           | 15                         | 83.3                   |
| <b>Two or More Races</b>                             | --                           | --                         | --                     |
| <b>White</b>   | 14                           | 13                         | 92.9                   |
| <b>English Learners</b>                              | 50                           | 38                         | 76.0                   |
| <b>Foster Youth</b>                                  | --                           | --                         | --                     |
| <b>Homeless</b>                                      | --                           | --                         | --                     |
| <b>Socioeconomically Disadvantaged</b>               | 360                          | 317                        | 88.1                   |
| <b>Students Receiving Migrant Education Services</b> | --                           | --                         | --                     |
| <b>Students with Disabilities</b>                    | 57                           | 41                         | 71.9                   |

## 2021-22 Chronic Absenteeism by Student Group

| Student Group                                 | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students                                  | 2021                  | 1991                                    | 976                       | 49.0                     |
| Female  | 973                   | 958                                     | 476                       | 49.7                     |
| Male  | 1048                  | 1033                                    | 500                       | 48.4                     |
| American Indian or Alaska Native              | 4                     | 4                                       | 3                         | 75.0                     |
| Asian   | 222                   | 221                                     | 48                        | 21.7                     |
| Black or African American                     | 154                   | 148                                     | 95                        | 64.2                     |
| Filipino                                      | 240                   | 237                                     | 72                        | 30.4                     |
| Hispanic or Latino                            | 1184                  | 1170                                    | 641                       | 54.8                     |
| Native Hawaiian or Pacific Islander           | 76                    | 76                                      | 47                        | 61.8                     |
| Two or More Races                             | 71                    | 68                                      | 35                        | 51.5                     |
| White   | 68                    | 66                                      | 35                        | 53.0                     |
| English Learners                              | 253                   | 251                                     | 157                       | 62.5                     |
| Foster Youth                                  | 10                    | 9                                       | 7                         | 77.8                     |
| Homeless                                      | 22                    | 21                                      | 20                        | 95.2                     |
| Socioeconomically Disadvantaged               | 1131                  | 1115                                    | 600                       | 53.8                     |
| Students Receiving Migrant Education Services | 20                    | 20                                      | 9                         | 45.0                     |
| Students with Disabilities                    | 280                   | 274                                     | 167                       | 60.9                     |

### 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 February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

| Subject     | School 2019-20 | District 2019-20 | State 2019-20 |
|-------------|----------------|------------------|---------------|
| Suspensions | 5.29           | 3.48             | 2.45          |
| Expulsions  | 0.10           | 0.05             | 0.05          |

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 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|-------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Suspensions | 0.00           | 4.85           | 0.01             | 3.78             | 0.20          | 3.17          |
| Expulsions  | 0.00           | 0.05           | 0.00             | 0.03             | 0.00          | 0.07          |

## 2021-22 Suspensions and Expulsions by Student Group

| Student Group                                 | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students                                  | 4.85             | 0.05            |
| Female  | 2.98             | 0.00            |
| Male  | 6.58             | 0.10            |
| American Indian or Alaska Native              | 0.00             | 0.00            |
| Asian   | 4.05             | 0.00            |
| Black or African American                     | 9.74             | 0.00            |
| Filipino                                      | 2.08             | 0.00            |
| Hispanic or Latino                            | 4.98             | 0.08            |
| Native Hawaiian or Pacific Islander           | 5.26             | 0.00            |
| Two or More Races                             | 4.23             | 0.00            |
| White   | 2.94             | 0.00            |
| English Learners                              | 7.91             | 0.00            |
| Foster Youth                                  | 0.00             | 0.00            |
| Homeless                                      | 13.64            | 0.00            |
| Socioeconomically Disadvantaged               | 5.39             | 0.09            |
| Students Receiving Migrant Education Services | 0.00             | 0.00            |
| Students with Disabilities                    | 9.29             | 0.00            |

## 2022-23 School Safety Plan

### School Safety Plan:

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 campus security officers. Each campus security officer has an area of responsibility (AOR) where they monitor throughout the day to make sure students are in classes. There are designated areas for student drop-off and pick up. Visitors need to check in at the front office and receive a badge. In addition, the administration requires a 24 hour advance notice for a visitor to be permitted on campus. Lastly, 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 app called Share911 to communicate with staff during emergencies. We have incorporated this app with the disaster drills that we hold.

Mt. Eden High School has an active School Safety Committee that is comprised of the administration, teachers, maintenance, campus safety officers, and other staff members. The committee works together in forming/revising the school safety plan as well as dealing with the day-to-day safety issues. The committee presents their findings to Site Based Decision Making Committee.

### Suspensions and Expulsions:

Mt. Eden has made progress and improved noticeably in maintaining a safe learning environment. Due to this improved school climate, our students have been able to concentrate on academic progress. The number of suspensions has decreased from 141 total amount of suspensions in school year of 2019/2020 to 99 total number of suspensions in school year of 2022/2023. This is a decrease of nearly 60% in one year. We attribute this progress to the following:

- All teachers were trained in Restorative Justice Practices & will continue to support staff with RJ training and/or support where instead of using punitive means to deal with infractions, students were brought in a safe setting where they can meet to restore the harm that was done to one another.
- The position of Youth Intervention Specialist was created and hired since 2016-2017 school year to work with at risk students who need support to provide them with mentorship and support to help them succeed.
- Increased collaboration among the members of the administrators who communicate among each other on individual caseloads of students to come up with ways to support them so that they utilize coping strategies and resources to not get themselves into trouble.
- Dropout Intervention Specialist has been hired through Hayward Promise Neighborhood Grant to provide guidance and support to our students who are struggling.
- Peer Assistance and mentorship have been playing a vital role for students helping one another to solve problems and conflicts. The two classes with 68 students are trained to listen and guide students who are referred for assistance and this program has played a critical role in reducing student anxiety, depression, loneliness, identity, and student conflicts. According to 2016-2017 records, these students have mentored 327 students one or more times, recorded 87 conflict mediations, and they estimate that close to 500 students have received mediation.

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

Our school has an active School Safety Committee that includes administrators, teachers, maintenance, school supervisors, and other staff members. The committee works together in forming and revising the school safety plan as well as responding to day-to-day safety issues. At the time of the latest review of the School Site Safety Plan, all revisions were communicated to both the classified and certificated staff. During the 2020-21 school year, this has included all of the necessary safety, health and sanitizing protocols to ensure that staff and visitors to campus remain as safe as possible during the COVID-19 Shelter in Place status of our school.

In May 2021 HUSD opened for in person learning opportunities at all sites. HUSD developed district wide safety plans with schools also having plans specific to their site. The "Ready to Return" In-Person Learning Safety Plan was created in April 2021 that addressed questions/guidelines regarding face masks, daily health screenings using the Frontline Health Portal, social distancing, and cleaning procedures. Notifications of the plans were sent out to all staff and families. It was posted on the district/school websites for the entire HUSD community to access.

## 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                 | 22                                   | 33                                    | 29                                  |
| Mathematics           | 22                 | 38                                   | 25                                    | 21                                  |
| Science               | 22                 | 35                                   | 43                                    | 2                                   |
| Social Science        | 22                 | 30                                   | 23                                    | 24                                  |

## 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 | 24                 | 25                                   | 34                                    | 27                                  |
| Mathematics           | 25                 | 26                                   | 32                                    | 19                                  |
| Science               | 24                 | 18                                   | 46                                    | 4                                   |
| Social Science        | 22                 | 26                                   | 27                                    | 21                                  |

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 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                 | 36                                   | 45                                    | 14                                  |
| Mathematics           | 22                 | 33                                   | 47                                    | 7                                   |
| Science               | 21                 | 31                                   | 47                                    |                                     |
| Social Science        | 20                 | 36                                   | 46                                    | 8                                   |

## 2021-22 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 | 313.06 |

## 2021-22 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 |
|--|----------------------------------|
| <b>Counselor (Academic, Social/Behavioral or Career Development)</b> | 6.2                              |
| <b>Library Media Teacher (Librarian)</b>                             |                                  |
| <b>Library Media Services Staff (Paraprofessional)</b>               |                                  |
| <b>Psychologist</b>  | 1.0                              |
| <b>Social Worker</b>   |                                  |
| <b>Nurse</b>   |                                  |
| <b>Speech/Language/Hearing Specialist</b>                            | 1.0                              |
| <b>Resource Specialist (non-teaching)</b>                            |                                  |
| <b>Other</b>   | 7.6                              |

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

| Level  | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|--|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| <b>School Site</b>                                   | \$15,017                     | \$6,599                             | \$8,418                               | \$108,604              |
| <b>District</b>                                      | N/A                          | N/A                                 | \$7,882                               | \$100,338              |
| <b>Percent Difference - School Site and District</b> | N/A                          | N/A                                 | 6.6                                   | 7.9                    |
| <b>State</b>   | N/A                          | N/A                                 | \$13,981                              | \$82,681               |
| <b>Percent Difference - School Site and State</b>    | N/A                          | N/A                                 | -49.7                                 | 27.1                   |

## 2021-22 Types of Services Funded

Narrowing both the achievement and the opportunity gaps of our struggling students is a high priority for our school. We have interventions in place to keep students on track for graduation and remedy credit deficiencies.

### Improving Attendance

The administration and the attendance department conduct both one-to-one and a larger group truancy meetings to work with families and students who have truancy issues. At truancy meetings, we inform the students and parents about the services that are available to help our students succeed. For example, we provide valuable information on graduation requirements and services available through the COST process. The families are encouraged to work closely with the assigned guidance counselors to be informed about the progress that a student is making towards graduation and to explore options that can help him/her to do well in school

### Counseling Department

We have a variety of options for credit recovery for students who are deficient in credits. Our counseling team works diligently to monitor the academic progress of our students throughout the school year. The Counseling Department has systems in place to identify struggling students in their caseload and works with them and their families to review transcripts and inform several credit recovery options.

## 2021-22 Types of Services Funded

Our counselors plan and facilitate Student Success Team (SST) and 504 meetings where they collaborate with teachers, the student, and parent about which instructional strategies best address the student's needs.

They teach guidance lessons at every grade level annually where they review the graduation and A-G requirements and discuss all credit recovery options; students are given a copy of their transcripts and train them to review their own transcripts and monitor their academic progress.

They send registered letters to all "At Risk" seniors and their parents informing them of their academic deficiencies and credit recovery options. They plan to implement this approach for At Risk juniors this winter.

Last spring during programming, the department developed a Summer School Course Tracker documenting every student's academic situation and their credit recovery needs; parent letters were sent informing them of their students' deficiencies and their need to enroll in summer school.

The counselors meet regularly with "At Risk" students and their parents to discuss credit recovery and alternative education options.

Counselors plan and facilitate various evening events for students and their parents such as Senior Night, Financial Aid Night, Financial Aid Night, 8th grade Parent Night where an overview of academic expectations is given.

They work closely with the teachers, the administration, and the families as a team to create a supportive learning environment for our struggling students.

Our counselors are trained on how to support our "Dreamers" (particularly in regards to the current challenges of 2017-2018) for the students themselves and their families.

### Youth Enrichment Program (YEP)

YEP also offers credit recovery and concurrent enrollment opportunities for students who are credit deficient. They offer credit recovery from Cyber High and also offer academic enrichment opportunities such as concurrent enrollment with community colleges. Courses offered through credit recovery include English Language Arts, Mathematics, Social Science, Foreign Language, and Elective courses. These classes are offered Monday through Thursday in the computer lab. Students who enroll in Cyber-High classes meet the A-G requirements, which contribute to the higher graduation rates and college admission rates. Partially due to these efforts, our school has experienced an increase graduation rates over the last three years.

### Summer School

Credit Recovery opportunity for our students enrolled in summer school at the school website in order to recover academic credits. During summer sessions, our students have the opportunity to enroll in a variety of 14 classes, and as a result, the summer school served approximately over 700 students with the opportunity to recover credits. Class offerings included English, mathematics, physical education, social studies, and science.

### Daily Schedule

Our school offers an eight-period schedule for students to take additional classes for credit recovery. In addition to the regular six classes, they can enroll in zero period and/or seventh period to recover credits and meet graduation requirements.

### After School Homework Support

After School Homework Club is a collaborative endeavor with the Hayward Unified School District, the City of Hayward, and the Hayward Public Library. The program started in the 2016-2017 school year and we are into our second year. Prior to this program, from 2012-2016, the school ran its own after-school tutoring program which was led by the intervention teacher/program resource teacher and a group of high-achieving students in all subjects. The present After-School Homework Support provides tutors, snacks, and mentoring. It is located at a designated classroom (B2) on MEHS campus and conducted directly after school for two hours from Monday through Thursday. Online tutoring program is also available through Hayward Library for students who join this program.

### Accrue Academy

Since 2016-2017 school year, Accrue Academy has been put in place as a credit recovery program for seniors to make up credits to meet graduation requirements. This program is held in a classroom setting. Last year, this program helped 92 students. Currently, 50 students are participating in this program.

### EL Academic Support

During 2015-2016 school year, our school provided a class called "Intervention and Academic Support Program for Newcomers". This is an after school program served students who were new to this country. A teacher met with these students once a week and helped them with English language acquisition and support with completing their assignments. During this same year, Mt. Eden offered an English class called ELA Strategic Support. This class is designed to support our Long-Term English Learners who had plateaued at intermediate levels in their second language acquisition. Some of these Long-Term English Learners did get reclassified later in year.



## 2021-22 Types of Services Funded

In addition to helping to increase not only the reclassification rates but also the graduation rate, both Newcomers and Long-Term English Learners have access to Aleks, an online based math program with translation features; a Newcomer may translate from English into Spanish if necessary. Also, online reading intervention programs, Lexia and Reading Plus, have been of great support among Newcomers and Long-Term English Learners to increase their academic vocabulary and overall reading skills.

During 2017-2018 school year, our EL Specialist runs After School Tutoring for ELs in D7 twice a week after school in partnership with TRIO ETS (Educational Talent Search) at Chabot College. Through ETS, Mt. Eden English Learners have access to workshops, field trips, and support in important test preparation to get admitted to colleges, and English Learners are currently enrolling in the SAT prep classes offered through TRIO ETS in February and March at Chabot College. There is also a math Tutor from Study Smart who is available to help English Learners on Thursdays, and English Learners get support on a first-come-first-served basis. In continuing to support English Learners through TRIO ETS., some of the workshops available to English Learners include and are not limited to the following topics: Growth Mindset, Changing our Attitudes About Failure and Success, Note Taking Skills, Time Management and Organizational Skills, and Finding your Passion through Respect360. Lastly, Mt. Eden's English Language Development Department (ELD) in partnership with TRIO ETS, both the Director of ETS and Mt. Eden's ELAC (English Learner Advisory Committee) designee have outreached the parents of English Learners to help support our English Learners on site. During the month of December, parents of English Learners gathered and shared authentic and exquisite dishes from Afghanistan, El Salvador, Guatemala, and Mexico. In this reunion, English Learners' affective filters came down and see Mt. Eden as a welcoming place to learn and succeed academically.

Lastly, Mt. Eden's EL Specialist constantly communicates with teachers of record in order to support Newcomers and Long-Term English Learners. For example, once English Learners' teachers of record know that extra time needs to be provided for a Newcomer, Room D7 is open to this particular group to finish in-class tasks, midterms or even finals.

The English Learner Specialist and Bilingual Paraeducator as well as our Intervention Teacher work closely together in providing quality intervention support to our English Learners in hopes to help them become reclassified as fluent in English. These professionals pull out English Learners several times a week to practice their reading, writing, speaking, and listening skills. They meet either one to one or in small groups to help students who are far below their grade level in reading and writing. In addition, they have started to utilize a research-based online program called Lexia to practice all areas of language strands. This is an effort to support our English learners to do well in their general education classes to help them earn credits towards graduation and fulfill A-G requirements.

### Online Math Supplemental Programs

Several mathematics classes such as Algebra Support and SPED classes are working with research-based programs such as IXL and Aleks.

Narrowing the achievement and the opportunity gaps of our struggling students is a high priority for our school.

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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 |
|--|-----------------|--|
| <b>Beginning Teacher Salary</b>                      | \$69,642        | \$54,370                                     |
| <b>Mid-Range Teacher Salary</b>                      | \$97,275        | \$82,681                                     |
| <b>Highest Teacher Salary</b>                        | \$116,010       | \$106,610                                    |
| <b>Average Principal Salary (Elementary)</b>         | \$154,426       | \$135,283                                    |
| <b>Average Principal Salary (Middle)</b>             | \$160,000       | \$141,244                                    |
| <b>Average Principal Salary (High)</b>               | \$171,506       | \$152,955                                    |
| <b>Superintendent Salary</b>                         | \$293,534       | \$264,367                                    |
| <b>Percent of Budget for Teacher Salaries</b>        | 35%             | 33%  |
| <b>Percent of Budget for Administrative Salaries</b> | 5%              | 5%   |

## 2021-22 Advanced Placement (AP) Courses

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

|  |      |
|--|------|
| <b>Percent of Students in AP Courses</b> | 22.7 |
|--|------|

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 |
|--|------------------------------|
| <b>Computer Science</b>  | 2                            |
| <b>English</b>   | 6                            |
| <b>Fine and Performing Arts</b>  | 5                            |
| <b>Foreign Language</b>  | 1                            |
| <b>Mathematics</b>   | 4                            |
| <b>Science</b>   | 4                            |
| <b>Social Science</b>  | 12                           |
| <b>Total AP Courses Offered</b><br>Where there are student course enrollments of at least one student. | 34                           |

## 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 our continuous adult learning goals, opportunities for training and staff development that are provided at both the district and individual school sites to administrators, teachers, and classified staff. The curricular focus of the current school year is Cultivating Joy, Solidarity, and Action with being intentional with fusing our Anti-Bias/Anti-Racism policies and practices that we have been learning about since the 19-20 school year. We have continued to hold space for staff members to make connections between the impacts of racism and implicit bias on our students in the educational system and the effects on student learning. Our hope is that we encourage and empower proactive ways to exhibit and adopt equitable systems and strategies in our school learning community that support a fully inclusive and humanizing learning experience for our school community.

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

| Subject  | 2020-21 | 2021-22 | 2022-23 |
|--|---------|---------|---------|
| <b>Number of school days dedicated to Staff Development and Continuous Improvement</b> | 5       | 6       | 3       |