Hayward High School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 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.

2023-24 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	Waylon Miller
Email Address	wmiller@husd.k12.ca.us
School Website	https://hhs.husd.us/
County-District-School (CDS) Code	01611920133629

2023-24 District Contact Information

District Name	Hayward Unified School District
Phone Number	(510) 784-2600
Superintendent	Dr. Jason Reimann
Email Address	jreimann@husd.k12.ca.us
District Website	www.husd.k12.ca.us

2023-24 School Description and Mission Statement

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

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	457
Grade 10	415
Grade 11	468
Grade 12	372
Total Enrollment	1,712

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.9%
Male	50%
American Indian or Alaska Native	0.4%
Asian	4.1%
Black or African American	11.1%
Filipino	4%
Hispanic or Latino	68.3%
Native Hawaiian or Pacific Islander	3%
Two or More Races	4.1%
White	5%
English Learners	10.9%
Foster Youth	0.2%
Homeless	1.7%
Migrant	1.2%
Socioeconomically Disadvantaged	67.8%
Students with Disabilities	14.5%

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	61.90	82.99	816.80	82.14	228366.10	83.12
Intern Credential Holders Properly Assigned	1.70	2.34	28.40	2.86	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	5.60	7.62	81.30	8.18	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.40	3.21	33.60	3.38	12115.80	4.41
Unknown	2.80	3.79	34.00	3.43	18854.30	6.86
Total Teaching Positions	74.60	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	67.60	83.55	841.90	83.53	234405.20	84.00
Intern Credential Holders Properly Assigned	2.20	2.83	23.40	2.33	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4.70	5.81	62.20	6.18	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.50	3.16	21.80	2.17	11953.10	4.28
Unknown	3.70	4.62	58.30	5.79	15831.90	5.67
Total Teaching Positions	81.00	100.00	1007.90	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	2.50	2.40
Misassignments	3.10	2.20
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	5.60	4.70

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	1.00	1.00
Local Assignment Options	1.40	1.50
Total Out-of-Field Teachers	2.40	2.50

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	6.2	3.7
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	14.2	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	January 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Heinle/Cengage Learning: Milestones, c2009 Wadsworth/Cengage Learning: Perrine's Literature: Structure Sound & Sense, 10th Edition, c2009 Bedford St. Martin: 50 Essays: A Portable Anthology, c2004	Yes	0%

	Bedford St. Martin: Everything's an Argument/ with Readings, 5th Edition, c2010 WWNorton: "They Say/I Say": The Moves That Matter in Academic Reading, c2009 Wadsworth/Cengage Learning: Fast Track to a 5: Preparing for the AP* English Literature and Composition Examination, 10th Edition, c2010 9-10th Grade: Pearson Prentice Hall: Pearson Literature for California: Reading and Language, c2010 11-12th Grade: McDougal Littell: The Language of Literature, c2002; CSU Expository Reading and Writing Advisory Committee: Expository Reading and Writing Course (12th), c2013 Grades 9-12th: Houghton Mifflin Harcourt California Edition, Into Literature Student Edition Set c2022, Houghton Mifflin Harcourt California Edition, Into Literature Grammar Practice Workbook Set c2020		
Mathematics	Houghton Mifflin Harcourt: California Algebra I, c2015 Houghton Mifflin Harcourt: California Algebra II, c2015 Houghton Mifflin Harcourt: California Geometry, c2015 Cengage Learning, PreCalculus With Limits, c2018 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 Kendall Hunt, Statistics in Action c2008 W.H. Freeman & Company: Statistics and Probability with Applications, c2017	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, c2007 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 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, c2018 Prentice Hall, Campbell, Reece, AP Biology, c2014	Yes	0%

	Pearson, College Physics: Explore and Apply, 2nd Edition, c2019 John Wiley & Sons, Environment, c2007 McGraw Hill, Exploring Geology c2019		
History-Social Science	Prentice Hall, World History: The Modern World, c2007 Walch Publishing, Power Basics® World History III—1900 to Present, c2005 Prentice Hall, Civilization Past & Present, c2007 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 EMC/Paradigm Publishing, Economics, New Ways of Thinking, c2007 Prentice Hall, Government by the People c2016 Lanahan Publishers, Inc. The Lanahan Readings in the American Polity, 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, c2008 Bedford, Freeman, Worth: Myers Psychology for AP, 3rd Edition, c2018 Pearson Prentice Hall, World Civilizations - The Global Experience, c2015	Yes	0%
Foreign Language	9-12 Grade: Cheng & Tsui, Integrated Chinese 4th Edition c2016, Levels 1-4 (Chinese) 9-12 Grade: Carnegie Learning, Que Chevere! c2020, Levels 1-4 (Spanish) 9-12 Grade: Vista Higher Learning, Temas 3rd Edition c2024 AP/Honors (Spanish) 9-12 Grade: Vista Higher Learning, Chemins c2023, Levels 1-4 (French)	Yes	0%
Health	Holt, Rinehart & Winston, Lifetime Health, c2004	Yes	0%

School Facility Conditions and Planned Improvements

General: The district places a strong emphasis on ensuring that all schools are safe, clean, environmentally friendly, mechanically functional and inviting for students, staff members, and the community. To assist in this effort, the district utilizes the Facility Inspection Tool (FIT) developed by the State of California OPSC and local operations department developed inspection survey methods to keep facilities in compliance with all federal and state health and safety regulations. The district regularly inspects and reviews the condition of the school facilities and surrounding grounds. The district places the highest priority on those safeguards that impact the fire, life and safety protection of the students, staff, and school buildings. Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

Age of School Buildings: Hayward High School was constructed in 1962. This school has sixty-three (63) permanent classrooms, a multipurpose room, Gym/locker room, Stadium, library, and an administration building. In addition to the main building, there are seventeen (17) modular classrooms that have been added to accommodate class size reduction and instructional programs for the Alameda County Office of Education.

Maintenance and Repair: District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order system process is used to ensure efficient service and highest priority is given to emergency repairs. At the time of publication, 100% of the school's restrooms on campus were in good working order.

Cleaning Process and Schedule: The district has developed cleaning standards and schedules for all schools in the district. A summary of these standards and schedules is available at the school or the Maintenance & Operations office. The principal, with the guidance of the Facilities, Maintenance, Operations and Transportation (FMOT) Department works daily with the custodial team to ensure that the cleaning standards are met, and that classrooms, restrooms, and campus grounds are kept clean, safe, and well-maintained.

Modernization Projects: Since 2019, local bond funds (Measure H) are being used to complete various modernization and Infrastructures projects throughout HUSD. At Hayward High School these projects have included replacement of the roof system, Fire Alarm/PA System, intrusion alarm system exterior painting and paving rehabilitation. In addition a modernization that consists of modernizing existing classrooms, HVAC upgrades, new flooring, furniture, casework, Audio Visual Technology, etc. All work described will be completed by the end of the 2025 summer period.

Year and month of the most recent FIT report	February 2023

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).

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.

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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	50	56	36	35	47	46
Mathematics (grades 3-8 and 11)	17	22	19	20	33	34

2022-23 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
All Students	463	399	86.18	13.82	55.67
Female	231	199	86.15	13.85	59.09
Male	230	199	86.52	13.48	52.02
American Indian or Alaska Native	--	--	--	--	--
Asian	20	20	100.00	0.00	80.00
Black or African American	56	49	87.50	12.50	48.98
Filipino	23	22	95.65	4.35	72.73
Hispanic or Latino	304	259	85.20	14.80	52.53
Native Hawaiian or Pacific Islander	17	13	76.47	23.53	46.15
Two or More Races	15	12	80.00	20.00	50.00
White	25	21	84.00	16.00	85.71
English Learners	42	26	61.90	38.10	3.85
Foster Youth	--	--	--	--	--
Homeless	12	7	58.33	41.67	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	316	271	85.76	14.24	52.96
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	49	40	81.63	18.37	17.50

2022-23 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
All Students	463	390	84.23	15.77	22.31
Female	231	196	84.85	15.15	22.45
Male	230	193	83.91	16.09	21.76
American Indian or Alaska Native	--	--	--	--	--
Asian	20	20	100.00	0.00	60.00
Black or African American	56	46	82.14	17.86	23.91
Filipino	23	22	95.65	4.35	36.36
Hispanic or Latino	304	255	83.88	16.12	16.86
Native Hawaiian or Pacific Islander	17	13	76.47	23.53	0.00
Two or More Races	15	11	73.33	26.67	27.27
White	25	21	84.00	16.00	47.62
English Learners	42	26	61.90	38.10	0.00
Foster Youth	--	--	--	--	--
Homeless	12	6	50.00	50.00	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	316	265	83.86	16.14	18.49
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	49	39	79.59	20.41	2.56

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.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	21.86	22.19	17.77	16.99	29.47	30.29

2022-23 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
All Students	833	732	87.88	12.12	22.13
Female	431	382	88.63	11.37	20.16
Male	399	349	87.47	12.53	24.07
American Indian or Alaska Native	--	--	--	--	--
Asian	39	37	94.87	5.13	51.35
Black or African American	93	83	89.25	10.75	15.66
Filipino	40	39	97.50	2.50	33.33
Hispanic or Latino	562	494	87.90	12.10	19.23
Native Hawaiian or Pacific Islander	21	17	80.95	19.05	0.00
Two or More Races	33	24	72.73	27.27	33.33
White	42	36	85.71	14.29	38.89
English Learners	63	46	73.02	26.98	0.00
Foster Youth	--	--	--	--	--
Homeless	19	12	63.16	36.84	8.33
Military	--	--	--	--	--
Socioeconomically Disadvantaged	565	490	86.73	13.27	20.82
Students Receiving Migrant Education Services	11	11	100.00	0.00	36.36
Students with Disabilities	104	81	77.88	22.12	4.94

2022-23 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

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

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
Careers in Education II P

Careers in Law, Forensics & Public Safety I P

2022-23 Career Technical Education Programs

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

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	540
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	52.3
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
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	99.07
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	48.29

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.

2022-23 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.   The administration of the PFT during 2021-22 and 2022-23 school years, 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: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	34	45	46	39	49

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.

2023-24 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.

2023-24 Opportunities for Parental Involvement

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 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	7.3	7.2	10.2	11.8	10.4	15.6	9.4	7.8	8.2
Graduation Rate	90.6	88.9	85.9	80.3	83.2	77.1	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 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	362	311	85.9
Female	194	178	91.8
Male	167	132	79.0
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	20	20	100.0
Black or African American	40	35	87.5
Filipino	18	17	94.4
Hispanic or Latino	245	211	86.1
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	18	12	66.7
White	16	13	81.3
English Learners	33	26	78.8
Foster Youth	--	--	--
Homeless	18	12	66.7
Socioeconomically Disadvantaged	298	251	84.2
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	58	38	65.5

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1824	1780	620	34.8
Female	909	885	327	36.9
Male	909	889	289	32.5
Non-Binary	6	6	4	66.7
American Indian or Alaska Native	6	6	6	100.0
Asian	77	74	15	20.3
Black or African American	209	200	72	36.0
Filipino	69	69	12	17.4
Hispanic or Latino	1240	1215	425	35.0
Native Hawaiian or Pacific Islander	52	51	27	52.9
Two or More Races	74	72	27	37.5
White	92	89	32	36.0
English Learners	262	251	114	45.4
Foster Youth	11	9	7	77.8
Homeless	60	57	41	71.9
Socioeconomically Disadvantaged	1301	1270	471	37.1
Students Receiving Migrant Education Services	23	23	7	30.4
Students with Disabilities	268	262	119	45.4

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	5.59	6.85	0.01	3.78	4.90	0.20	3.17	3.60
Expulsions	0.00	0.17	0.38	0.00	0.03	0.07	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.85	0.38
Female	5.39	0.22
Male	8.25	0.55
Non-Binary		
American Indian or Alaska Native	0	0
Asian	5.19	0
Black or African American	14.35	0.48
Filipino	4.35	1.45
Hispanic or Latino	5.81	0.4
Native Hawaiian or Pacific Islander	7.69	0
Two or More Races	8.11	0
White	3.26	0
English Learners	8.4	1.15
Foster Youth	18.18	0
Homeless	11.67	0
Socioeconomically Disadvantaged	7.76	0.31
Students Receiving Migrant Education Services	4.35	0
Students with Disabilities	11.94	0.75

2023-24 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, earthquake 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.

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 supervisors. There are designated areas for student drop-off and pick up. Visitors need to check in at the front office.

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.

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

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	21	32	41	12
Mathematics	19	41	37	7
Science	19	41	38	3
Social Science	19	34	28	13

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	20	40	35	19
Mathematics	18	49	27	16
Science	18	40	42	4
Social Science	17	43	25	19

2022-23 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	285.33

2022-23 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)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	4.5

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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
School Site	$15,311	$6,844	$8,467	$105,728
District	N/A	N/A	$7,882	$107,231
Percent Difference - School Site and District	N/A	N/A	7.2	5.2
State	N/A	N/A	$7,607	$90,632
Percent Difference - School Site and State	N/A	N/A	-49.1	24.5

Fiscal Year 2022-23 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

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	$74,517	$55,550
Mid-Range Teacher Salary	$104,084	$84,645
Highest Teacher Salary	$124,131	$111,284
Average Principal Salary (Elementary)	$158,307	$139,860
Average Principal Salary (Middle)	$172,464	$146,440
Average Principal Salary (High)	$183,511	$158,447
Superintendent Salary	$314,081	$278,268
Percent of Budget for Teacher Salaries	35.42%	32.21%
Percent of Budget for Administrative Salaries	5.96%	4.89%

2022-23 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	20

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	2
English	6
Fine and Performing Arts	0
Foreign Language	2
Mathematics	2
Science	3
Social Science	10
Total AP Courses Offered Where there are student course enrollments of at least one student.	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 three staff development days in 2023-2024. 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 Culturally Relevant Teaching (C.R.T.) and Anti-Bias/Anti-Racism training.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	6	3	3