



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Hayward High School	01611920133629	June 6, 2025	June 25, 2025

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Hayward High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Targeted Support and Improvement

Schoolwide Program (SWP)

The purpose of a SWP is to improve academic achievement throughout a school so that all students, particularly the lowest-achieving students, demonstrate proficiency on the State's academic standards (34 Code of Federal Regulations [CFR] 200.25[a][1]). The improved achievement is to result from improving the entire educational program of the school (34 CFR 200.25[a][2]).

Hayward High has been identified for Targeted Support and Improvement (TSI) for Two or More Races students receiving a "Red" performance color in the Suspension state indicators on both the 2023 and 2024 Dashboards. This plan will address ways to improve our school and student outcomes for this student group in particular, based on doing a needs assessment and identifying resource inequities.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

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Hayward High will develop students and graduates to be:

School Goals (ESLRs)

Expected School-wide Learning Results

The Hayward High will GROW students and graduates to be:

Group based collaborators

Responsible users of technology

Overcomers of adversity

Well-balanced students

Hayward High teachers will help students GROW by committing to:

Fostering student voice

Assisting social/emotional health

Relating culturally relevant topics/subjects

Maintaining high standards, rigor

Establishing routines to for college, life and career success

Rewarding resilience and restorative practices

Hayward High administrators and support staff will commit to supporting students and staff on the FARM by

Fostering an academic environment

Amplifying positive morale

Reflecting on practices and decision-making

Making opportunities for student/staff success

The HUSD LCAP has 5 primary focus goals:

1 - Deeper Learning - HUSD will increase student's deeper learning experiences, particularly for students furthest from opportunity, by building staff capacity to teach and interact with students in culturally and linguistically responsive ways. This aligns with LCFF Priorities 2 (Implementation of State Standards), 4 (Pupil Achievement), 7 Course Access, and 8 Other Pupil outcomes

2 - Relationship-Centered Schools - HUSD will work collaboratively with families, community partners and staff to increase equitable student access to social-emotional supports and trauma-informed care, particularly through positive relationship-building and integration with HUSD's Multi-Tiered System of Support. This aligns with LCFF Priorities 3 (Parent Involvement) and 5 (Pupil Engagement)

3 - Service Excellence - HUSD will create a welcoming environment and positive experience and outcomes for our diverse community by recruiting and retaining highly qualified staff and providing training and support on achieving service excellence. This aligns with LCFF Priorities 6 (School Climate) and 1 (Basic Service)

4 - Operational Sustainability - HUSD will create and implement comprehensive facilities, safety and technology plans that ensure equitable and sustainable upgrades. This aligns with LCFF Priority 1 (Basic Services)

5 - Achievement/Engagement: Increase achievement and engagement of underperforming student groups (Students with Disabilities and Homeless youth). This aligns with LCFF Priorities 4 (Pupil Achievement), 5 (Pupil Engagement) and 6 (School Climate)

In creating the SPSA for Hayward High School, exploration and reflection on the district's LCAP was a priority to ensure all HHS needs were aligned to state and district goals. Our process was anchored in a thorough understanding of the LCFF's fundamental objectives, emphasizing the empowerment of local communities to address the unique needs of students, particularly those facing disparities and challenges. In accordance with state requirements, our SPSA meticulously delineates measurable goals that reflect our unwavering commitment to student success while adhering to the provisions of ESSA, which demand accountability, transparency, and evidence-based strategies for advancing student outcomes. As result we reaffirm our commitment to nurturing a learning environment where every student can thrive, succeed and realize their fullest potential.

The HHS SPSA has 8 primary goals:

1 - Language and Literacy: Hayward High School will increase performance on CAASPP ELA by 5%. To ensure this, all students will receive literacy instruction that is tailored to their needs, through an equity lens, as measured on State (CAASPP ELA) and local assessments, which will help students demonstrate growth or proficiency toward Common Core Standards in ELA. This aligns to LCAP 1 (Deeper Learning) and 5 (Achievement/Engagement)

2 - Mathematics: Hayward High School will increase performance on CAASPP Mathematics by 5%. To ensure this, all students will receive mathematics instruction that is tailored to their needs, as measured on State (CAASPP Mathematics) and local assessments, which will help all students demonstrate growth or proficiency toward Common Core Standards in Mathematics. This aligns with LCAP 1 (Deeper Learning) and 5 (Achievement/Engagement)

3 - English Language Development: Hayward High School will increase English Learners performance on the English Language Proficiency Assessment for California (ELPAC), as measured by the English Learner Progress Indicator (ELPI) on the California School Dashboard by 5%. To ensure this, students will receive instructional support and intervention to develop language skills. This aligns with LCAP 1 (Deeper Learning) and 5 (Achievement/Engagement)

4 - Staffing & Resources: Hayward High School will prioritize hiring to 100% completion and allocating essential resources to enhance student accessibility to both technology and Visual and Performing Arts (VAPA) programs, which are fundamental to fostering a comprehensive educational experience that empowers students across diverse learning pathways. This aligns with LCAPs 1 (Deeper Learning), 3 (Service Excellence) and 4 (Operational Sustainability) and 5 (Achievement/Engagement)

5 - School Climate and Social-Emotional Learning (SEL): Hayward High School will commit to holistic student well-being through the integration of Social-Emotional Learning (SEL) with trauma-informed care, intervention, and restorative practices within our educational framework. This aligns with LCAP 2 (Relationship-Centered Schools)

6 - Parent Engagement: Hayward High School will commit to implementing strategies to increase parent participation in school-wide activities, which is essential to fostering a collaborative and supportive educational environment that benefits both students and the entire school community. This aligns with LCAP 2 (Relationship-Centered Schools) Our Goal is to have an increase in parent contacts by 10%

7 - Attendance and Chronic Absenteeism: Hayward High School will reduce chronic absenteeism by 5% thus increasing overall daily attendance. This aligns with LCAP 2 (Relationship-Centered Schools) and 5 (Achievement/Engagement)

8 - Graduation Rate: Hayward High School will increase the graduation rate by 3% for all students: unduplicated students, African American students, students with disabilities, English Learners, students with exceptional need and students with foster or homeless status. This aligns with LCAP 2 (Relationship-Centered Schools) and 5 (Achievement/Engagement)

The SPSA has an analysis of recent student achievement data, and a budget outline that describes how the majority of Hayward High School's categorical funds are spent to achieve our SPSA goals. Hayward High School also works in collaboration with the Educational Services Division to ensure that all Every Student Succeeds Act (ESSA) requirements are met. State and federal funds that Hayward High School receives supplement the general educational program to provide above and beyond resources and services to improve student outcomes.

Educational Partner Involvement

How, when, and with whom did Hayward High School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The development of this Single Plan for Student Achievement was a collaborative effort, and team members contributed to the brainstorming process. Educational partners include:

Local Curriculum Council (LCC)
School Site Council (SSC)
English Learner Advisory Committee (ELAC)
Instructional Leadership Team (ILT)
English Language Development (ELD) Team
AASAI/Ubuntu
Staff
Parents/Guardians
Students

Needs assessments were also based on informal conversations, the Panoramic Survey data, the California Healthy Kids Survey data, team meetings, and other surveys.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

Addressing Resource Inequities at Hayward High
Social-Emotional Support and Mental Health Services

Limited access to service providers for students in need of social-emotional and mental health support highlights a critical inequity. The loss of key personnel, such as our Restorative Justice Counselor and Youth Intervention Specialist, has deepened this challenge. Expanding our Coordination of Services Team (COST) and increasing on-campus mental health professionals is essential to ensure all students receive the support they need for both well-being and academic success.

Aging Classroom Facilities

Disparities resulting from outdated classroom infrastructure—such as old whiteboards, the absence of Smart Boards, inconsistent Wi-Fi, and inadequate bathroom facilities—underscore the urgent need for equitable, modern learning environments. In response, the Hayward community passed bond measures to fund a campus-wide “refresh” of aging buildings. While construction is ongoing and only partially complete, this investment aims to create safer, more conducive spaces for academic achievement and student development.

Credit Recovery Access

The lack of robust credit recovery options has contributed to widening academic gaps and limited opportunities for students who fall behind. To address this, Hayward High piloted a Saturday credit recovery program during the 2024–25 school year and introduced Subjecty.com in 2025, though future formats may differ. These targeted supports are

intended to help students recover credits and stay on track for graduation without needing to leave the comprehensive high school setting.

Alignment of Teaching Practices
A lack of curricular resources in some subject areas has resulted in inconsistent instructional quality and an overreliance on mass photocopying. This challenge underscores the need for investments in professional development and updated curricular tools. Implementing a structured cycle of inquiry will support educators in developing data-informed instruction, common assessments, and cohesive teaching practices across departments—ultimately leading to improved student understanding and achievement.

Technology Access (Wi-Fi and Devices)
While we strive for a one-to-one student-to-device ratio, device loss or damage can leave students without access for short periods. Additionally, despite infrastructure upgrades during the campus refresh, Wi-Fi coverage gaps persist. Addressing these issues is vital to ensuring all students can fully participate in digital learning and instruction.

Truancy and Attendance Support
The discontinuation of School Resource Officer (SRO) support has contributed to rising truancy concerns. Without targeted interventions, chronic absenteeism can lead to long-term disengagement and academic failure. Our Community School Specialist and COST team are working proactively to identify and support students facing attendance challenges, aiming to build a stronger culture of engagement, accountability, and school belonging.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

Orange Performance Categories:

English Language Arts
Mathematics
English Learner Progress
Graduation Rate

Students of Two or More Races received a Red on the Suspension indicator on both the 2023 and 2024 Dashboards, and on both of these Dashboards, the Suspension indicator was the ONLY indicator for which TOM received a performance color. Therefore, TOM received a Red in 1 out of 1 indicators on both the 2023 and 2024 Dashboards, thereby qualifying them for TSI.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Hayward High School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.18%	0.35%	0.48%	3	6	8
African American	12.15%	11.1%	11.76%	200	190	196
Asian	4.19%	4.09%	4.38%	69	70	73
Filipino	4.74%	3.97%	3.96%	78	68	66
Hispanic/Latino	66.89%	68.28%	67.61%	1101	1169	1127
Pacific Islander	2.98%	2.98%	2.88%	49	51	48
White	4.86%	5.02%	4.50%	80	86	75
Two or More Races	3.77%	4.09%	4.02%	62	70	67
Not Reported	0.24%	0.12%	0.42%	4	2	
Total Enrollment				1646	1712	1667

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 9	411	457	408
Grade 10	486	415	448
Grade 11	391	468	398
Grade 12	358	372	413
Total Enrollment	1,646	1,712	1,667

Conclusions based on this data:

1. HHS has a stable enrollment with slight losses.
2. There has been a slight increase in the number of American Indian, and a stabilization of Hispanic/Latino students enrolled from 2021-2025. As of 2025, the largest student demographic is Hispanic/Latino students, which make-up over half of the student population at 67.71% and the smallest student demographic is American Indian with .48%.
3. There has been a slight decrease in the number Filipino students enrolled. Even with the decrease, as of 2024, the second highest student demographic is African American students with 11.76%.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	182	186	166	11.1%	10.9%	10.0%
Fluent English Proficient (FEP)	790	852	804	48.0%	49.8%	48.2%
Reclassified Fluent English Proficient (RFEP)	701	766	723	42.6%	44.7%	43.4%

Conclusions based on this data:

1. In 2023-2024, the number of EL students enrolled decreased; as well as, the number of students who were RFEP.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	374	458	369	343	394	321	343	392	321	91.7	86.0	87
All Grades	374	458	369	343	394	321	343	392	321	91.7	86.0	87

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2576.	2590.	2549.	19.83	21.68	18.38	30.32	34.69	26.79	23.32	23.21	19.94	26.53	20.41	34.89
All Grades	N/A	N/A	N/A	19.83	21.68	18.38	30.32	34.69	26.79	23.32	23.21	19.94	26.53	20.41	34.89

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	21.28	21.43	17.76	55.10	59.18	51.40	23.62	19.39	30.84
All Grades	21.28	21.43	17.76	55.10	59.18	51.40	23.62	19.39	30.84

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	26.24	26.53	23.36	47.81	54.59	42.06	25.95	18.88	34.58
All Grades	26.24	26.53	23.36	47.81	54.59	42.06	25.95	18.88	34.58

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	11.66	13.52	7.79	70.85	73.72	73.52	17.49	12.76	18.69
All Grades	11.66	13.52	7.79	70.85	73.72	73.52	17.49	12.76	18.69

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	20.70	22.96	15.89	64.43	61.22	60.75	14.87	15.82	23.36
All Grades	20.70	22.96	15.89	64.43	61.22	60.75	14.87	15.82	23.36

Conclusions based on this data:

1. In 2024-2025 Hayward High had a 94% completion rate on CAASPP testing
2. Overall achievement for all students increased 7% in ELA from 2023-2024 results.
3. Although there are pockets of success within this category, it remains an overarching area for growth.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

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Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	374	458	369	340	385	318	340	385	318	90.9	84.1	86.2
All Grades	374	458	369	340	385	318	340	385	318	90.9	84.1	86.2

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2508.	2533.	2500.	7.35	6.23	4.40	10.00	16.36	11.64	20.59	24.94	18.24	62.06	52.47	65.72
All Grades	N/A	N/A	N/A	7.35	6.23	4.40	10.00	16.36	11.64	20.59	24.94	18.24	62.06	52.47	65.72

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	10.59	12.47	8.18	30.88	35.58	32.70	58.53	51.95	59.12
All Grades	10.59	12.47	8.18	30.88	35.58	32.70	58.53	51.95	59.12

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	8.24	5.71	4.72	52.94	57.92	56.92	38.82	36.36	38.36
All Grades	8.24	5.71	4.72	52.94	57.92	56.92	38.82	36.36	38.36

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	8.82	7.01	5.35	57.35	68.05	60.06	33.82	24.94	34.59
All Grades	8.82	7.01	5.35	57.35	68.05	60.06	33.82	24.94	34.59

Conclusions based on this data:

1. In 2024-2025 355 students were tested over the 318 in 23-24
2. Overall achievement for all students increased by 5% from 2023-2024 results. 21% of students at Hayward High School were Above Standard/Met Standard with 79% of students Near Standard/Below Standard. This suggests that three quarters of the Juniors at Hayward High School require further development to meet the state's educational standards.
3. A focus in 2024-2025 on Concept & Procedures led to slight increases in above standard numbers

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	1560.9	1559.1	1529.3	1576.9	1567.0	1532.1	1544.5	1550.8	1525.8	50	64	53
10	1584.2	1565.4	1546.4	1593.5	1576.0	1546.8	1574.5	1554.2	1545.5	62	39	39
11	1578.0	1565.9	1557.0	1584.0	1571.1	1560.3	1571.4	1560.1	1553.1	25	32	24
12	*	1577.1	1585.1	*	1596.3	1590.8	*	1557.3	1578.8	5	13	12
All Grades										142	148	128

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	24.00	17.46	3.77	32.00	39.68	35.85	34.00	34.92	39.62	10.00	7.94	20.75	50	63	53
10	34.43	12.82	5.13	37.70	56.41	46.15	22.95	28.21	46.15	4.92	2.56	2.56	61	39	39
11	20.00	15.63	8.33	48.00	46.88	50.00	32.00	34.38	29.17	0.00	3.13	12.50	25	32	24
12	*	15.38	16.67	*	46.15	75.00	*	38.46	8.33	*	0.00	0.00	*	13	12
All Grades	27.66	15.65	6.25	37.59	46.26	45.31	29.08	33.33	36.72	5.67	4.76	11.72	141	147	128

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	36.00	26.98	20.75	42.00	55.56	54.72	20.00	15.87	16.98	2.00	1.59	7.55	50	63	53
10	45.90	35.90	20.51	40.98	51.28	64.10	13.11	12.82	12.82	0.00	0.00	2.56	61	39	39
11	36.00	34.38	33.33	56.00	50.00	54.17	8.00	15.63	4.17	0.00	0.00	8.33	25	32	24
12	*	61.54	58.33	*	30.77	33.33	*	7.69	8.33	*	0.00	0.00	*	13	12
All Grades	41.13	34.01	26.56	43.97	51.02	55.47	14.18	14.29	12.50	0.71	0.68	5.47	141	147	128

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	2.00	4.76	1.89	24.00	17.46	11.32	42.00	57.14	47.17	32.00	20.63	39.62	50	63	53
10	8.20	0.00	0.00	39.34	25.64	17.95	36.07	61.54	69.23	16.39	12.82	12.82	61	39	39
11	0.00	3.13	4.17	32.00	15.63	4.17	52.00	62.50	70.83	16.00	18.75	20.83	25	32	24
12	*	0.00	8.33	*	7.69	16.67	*	84.62	66.67	*	7.69	8.33	*	13	12
All Grades	4.26	2.72	2.34	31.91	18.37	12.50	41.13	61.90	60.16	22.70	17.01	25.00	141	147	128

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	4.00	9.52	0.00	80.00	76.19	66.04	16.00	14.29	33.96	50	63	53
10	6.56	7.69	5.13	81.97	76.92	82.05	11.48	15.38	12.82	61	39	39
11	12.00	0.00	0.00	60.00	78.13	83.33	28.00	21.88	16.67	25	32	24
12	*	0.00	8.33	*	84.62	83.33	*	15.38	8.33	*	13	12
All Grades	6.38	6.12	2.34	76.60	77.55	75.78	17.02	16.33	21.88	141	147	128

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	90.00	90.48	75.47	8.00	9.52	16.98	2.00	0.00	7.55	50	63	53
10	93.22	100.00	92.31	5.08	0.00	5.13	1.69	0.00	2.56	59	39	39
11	100.00	96.88	91.67	0.00	3.13	4.17	0.00	0.00	4.17	25	32	24
12	*	100.00	91.67	*	0.00	8.33	*	0.00	0.00	*	13	12
All Grades	93.53	95.24	85.16	5.04	4.76	10.16	1.44	0.00	4.69	139	147	128

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	6.00	9.52	1.89	58.00	61.90	39.62	36.00	28.57	58.49	50	63	53
10	22.95	10.26	2.56	57.38	64.10	51.28	19.67	25.64	46.15	61	39	39
11	0.00	6.25	4.17	68.00	50.00	62.50	32.00	43.75	33.33	25	32	24
12	*	7.69	16.67	*	46.15	58.33	*	46.15	25.00	*	13	12
All Grades	12.77	8.84	3.91	58.87	58.50	49.22	28.37	32.65	46.88	141	147	128

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	2.00	0.00	1.89	78.00	85.71	77.36	20.00	14.29	20.75	50	63	53
10	3.28	0.00	0.00	85.25	87.18	94.87	11.48	12.82	5.13	61	39	39
11	16.00	0.00	0.00	76.00	96.88	87.50	8.00	3.13	12.50	25	32	24
12	*	7.69	8.33	*	92.31	91.67	*	0.00	0.00	*	13	12
All Grades	4.96	0.68	1.56	80.85	89.12	85.94	14.18	10.20	12.50	141	147	128

Conclusions based on this data:

1. Our students scored highest in the Speaking domain.
2. With the addition of an EL coordinator we hope to see growth in these areas. and an increase in students testin out of EL support.

School and Student Performance Data

Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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This section provides information about the school's student population.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1,667	74%	10%	0.2%
Total Number of Students enrolled in Hayward High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	166	10%
Foster Youth	4	0.2%
Homeless	48	2.9%
Socioeconomically Disadvantaged	1,233	74%
Students with Disabilities	221	13.3%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	196	11.8%
American Indian	8	0.5%
Asian	73	4.4%
Filipino	66	4%
Hispanic	1,127	67.6%
Two or More Races	67	4%
Pacific Islander	48	2.9%
White	75	4.5%

Conclusions based on this data:

1. Overall, enrollment by race has remained relatively stable based on the data from 2024-2025, with only minor fluctuations observed among student demographic groups.

2. There have been notable surges in enrollment across many student demographics, particularly evident in the enrollment of socioeconomically disadvantaged students. This uptick is likely attributed to administrative efforts aimed at encouraging more parents to complete the Free-Reduced Lunch survey. Previously, a portion of parents refrained from completing the survey due to confusion stemming from the state's initiative to provide free lunch to all students. While there appears to be an enrollment increase on record, it's somewhat misleading since many of these students were already enrolled but had not completed the necessary form.

School and Student Performance Data

Overall Performance







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2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Red	Graduation Rate  Yellow	Suspension Rate  Orange
Mathematics  Red		
English Learner Progress  Red		
College/Career  Blue		

Conclusions based on this data:

1. The College/Career status is currently rated as Blue. This is largely attributed to the proactive initiatives undertaken by the College and Career center, including organizing visits from colleges and trade schools to our campus. Additionally, programs like Puente and AVID have played a pivotal role in guiding students towards Pathway and AP programs. Moreover, organized field trips to various colleges across California have contributed significantly to this endeavor.
2. Suspension rates have shown a decrease from the 2024 dashboard, currently reflecting a low status. However, despite an overall increase in the number of suspensions, the data can be deceptive, as it predominantly involves recurrent expulsions of the same students throughout the year. Additionally, there has been a noteworthy decrease in the suspension of students with disabilities.

School and Student Performance Data

Academic Performance English Language Arts

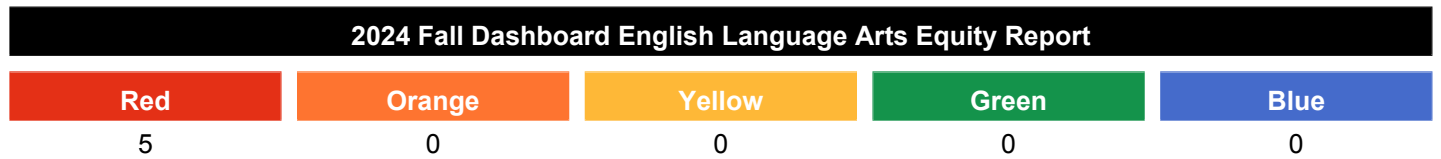
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<div>All Students</div> <div> Red</div> <div>56.2 points below standard</div> <div>Declined 32.0 points</div> <div>338 Students</div>	<div>English Learners</div> <div> Red</div> <div>137.0 points below standard</div> <div>Maintained 0.3 points</div> <div>71 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>201.0 points below standard</div> <div>Declined 28.5 points</div> <div>24 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>Less than 11 Students</div> <div>1 Student</div>	<div>Homeless</div> <div> No Performance Color</div> <div>Less than 11 Students</div> <div>10 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Red</div> <div>64.0 points below standard</div> <div>Declined 34.4 points</div> <div>258 Students</div>

Students with Disabilities  Red 183.9 points below standard Declined 46.1 points 55 Students	African American  Red 94.8 points below standard Declined 70.2 points 37 Students	American Indian  No Performance Color Less than 11 Students 4 Students
Asian  No Performance Color 58.4 points below standard Declined 130.7 points 13 Students	Filipino  No Performance Color 52.7 points above standard Increased 17.0 points 16 Students	Hispanic  Red 61.9 points below standard Declined 25.5 points 224 Students
Two or More Races  No Performance Color 58.6 points below standard Maintained 0.1 points 16 Students	Pacific Islander  No Performance Color 100.3 points below standard Maintained 0.1 points 15 Students	White  No Performance Color 34.9 points below standard Declined 69.1 points 18 Students

Conclusions based on this data:

1. Overall, according to the 2024 Dashboard, Hayward High School students are positioned below the standard in ELA. All areas with Data show in the red.
2. Filipino students demonstrated the most substantial improvement in ELA scores, with a notable increase of 17 points.
3. The 2023 Dashboard reveals that English Learners faced considerable challenges in ELA, trailing by 137 points below the standard for the second year in a row.

School and Student Performance Data

Academic Performance Mathematics

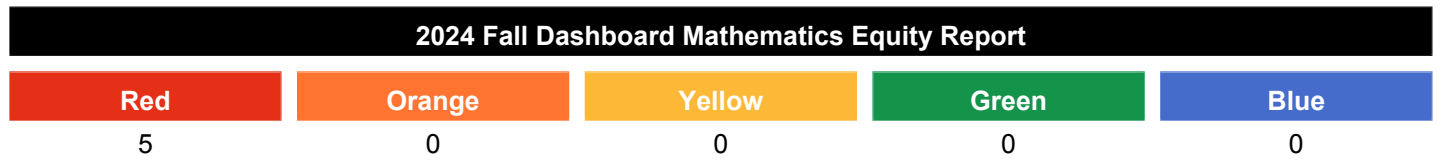
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”












This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<div>All Students</div> <div> Red</div> <div>146.5 points below standard</div> <div>Declined 25.2 points</div> <div>340 Students</div>	<div>English Learners</div> <div> Red</div> <div>218.0 points below standard</div> <div>Declined 4.0 points</div> <div>73 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>268.4 points below standard</div> <div>Declined 31.7 points</div> <div>25 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>Less than 11 Students</div> <div>1 Student</div>	<div>Homeless</div> <div> No Performance Color</div> <div>Less than 11 Students</div> <div>10 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Red</div> <div>156.8 points below standard</div> <div>Declined 25.2 points</div> <div>259 Students</div>

Students with Disabilities  Red 253.2 points below standard Declined 38.8 points 55 Students	African American  Red 186.9 points below standard Declined 47.7 points 37 Students	American Indian  No Performance Color Less than 11 Students 4 Students
Asian  No Performance Color 122.2 points below standard Declined 148.0 points 13 Students	Filipino  No Performance Color 29.1 points below standard Increased 22.7 points 16 Students	Hispanic  Red 154.0 points below standard Declined 17.0 points 226 Students
Two or More Races  No Performance Color 110.7 points below standard Declined 6.7 points 16 Students	Pacific Islander  No Performance Color 193.3 points below standard Declined 8.3 points 15 Students	White  No Performance Color 121.1 points below standard Declined 62.1 points 18 Students

Conclusions based on this data:

1. The 2024 Dashboard indicates a general decline for all students at Hayward High School in Mathematics. Performance levels exhibit variability among students across the spectrum. The 24-25 Data seems to be coming in favorably
2. Filipino students have a increase of 22.7 points
3. Presently, Current English Learners and LTEL face the most significant challenge

School and Student Performance Data



Academic Performance English Learner Progress

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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Red	 Red
33.1% making progress.	30.9% making progress.
Number Students: 130 Students	Number Students: 110 Students

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
23.8%	33.8%	0%	33.1%

Conclusions based on this data:

1. Approximately 33.1% of students have advanced by at least one ELPI level, while around a quarter of the students have regressed by one level, and another quarter have maintained their proficiency level from the previous year.
2. Overall, there has been a modest decline in the level of proficiency compared to the 2023 dashboard, with only 33% of students demonstrating advancement towards English Language proficiency.
3. There remain significant growth opportunities for our English Language Learning students.

School and Student Performance Data

Academic Performance College/Career Report

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

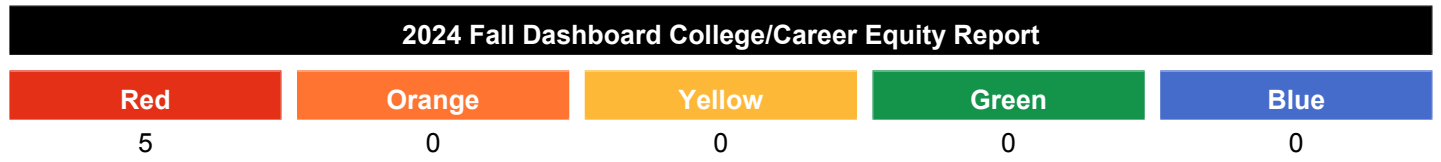
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.












This section provides number of student groups in each level.



Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
<div>All Students</div> <div> Blue</div> <div>58.5 Prepared</div> <div>Increased 9.9</div> <div>412 Students</div>	<div>English Learners</div> <div> Yellow</div> <div>28.4 Prepared</div> <div>Increased 10.2</div> <div>67 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>27.9 Prepared</div> <div>Increased 10.6</div> <div>61 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>Less than 11 Students 0</div> <div>3 Students</div>	<div>Homeless</div> <div> No Performance Color</div> <div>9.5 Prepared</div> <div>Maintained 1.6</div> <div>21 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Blue</div> <div>57.3 Prepared</div> <div>Increased 11</div> <div>344 Students</div>

Students with Disabilities  Green 35.6 Prepared Increased 21.8 45 Students	African American  Green 59.6 Prepared Increased 4.6 47 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 84.2 Prepared Increased 9.2 19 Students	Filipino  No Performance Color 81 Prepared Increased 14.3 21 Students	Hispanic  Blue 57.5 Prepared Increased 10.5 268 Students
Two or More Races  No Performance Color 54.5 Prepared Increased 15.7 11 Students	Pacific Islander  No Performance Color 11.8 Prepared 0 17 Students	White  No Performance Color 65.4 Prepared Increased 46.6 26 Students

Conclusions based on this data:

1. Overall, the data suggests that only 58.5% of HHS students demonstrate college and career readiness.
2. The dashboard highlights a notable disparity in college and career readiness among student groups.
3. Socioeconomically disadvantaged, Hispanic, and African American students demonstrate readiness rates clustered around 50%

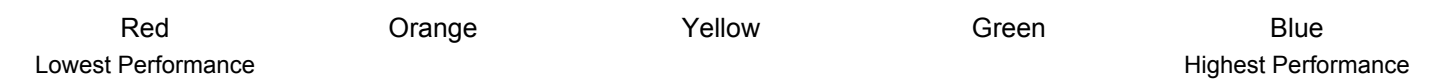
School and Student Performance Data

Academic Engagement Chronic Absenteeism

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This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. This information was only provided for students in grades K-8.
2. While no data was sourced from the state, our internal Chronic Absentee Analysis Report for HHS reveals that our combined chronic and severe absentee rate stands at approximately 59%.
3. Roughly 39% of our students are classified as chronic absentees, missing more than 10% of school days annually. Additionally, 20% of our students fall into the severe chronic absentee category, missing more than 20% of school days per year.

School and Student Performance Data

Academic Engagement Graduation Rate

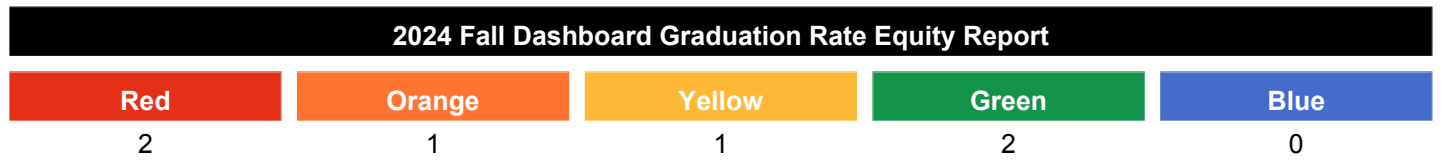
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This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
<div>All Students</div> <div> Yellow</div> <div>86.9% graduated</div> <div>Maintained 0.9%</div> <div>412 Students</div>	<div>English Learners</div> <div> Red</div> <div>64.2% graduated</div> <div>Declined 15.2%</div> <div>67 Students</div>	<div>Long-Term English Learners</div> <div> Red</div> <div>65.6% graduated</div> <div>Declined 17.8%</div> <div>61 Students</div>
<div>Foster Youth</div> <div> No Performance Color Fewer than 11 students - data not displayed for privacy</div> <div>3 Students</div>	<div>Homeless</div> <div> No Performance Color</div> <div>71.4% graduated</div> <div>Increased 4.8%</div> <div>21 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Green</div> <div>85.5% graduated</div> <div>Increased 1.1%</div> <div>344 Students</div>

Students with Disabilities  Yellow 68.9% graduated Increased 2.2% 45 Students	African American  Green 93.6% graduated Increased 5.8% 47 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 94.7% graduated Declined 5.3% 19 Students	Filipino  No Performance Color 100% graduated Increased 5.6% 21 Students	Hispanic  Orange 84.7% graduated Declined 1.5% 268 Students
Two or More Races  No Performance Color 81.8% graduated Increased 15.2% 11 Students	Pacific Islander  No Performance Color 76.5% graduated 17 Students	White  No Performance Color 92.3% graduated Increased 11.1% 26 Students

Conclusions based on this data:

1. The overall graduation rate experienced a slight decrease, with HHS achieving an 86.9% graduation rate for all students.
2. The HHS EL's population exhibited the lowest graduation rate, at 64.2%. Consequently, addressing the needs of this demographic stands out as our paramount area of concern.

School and Student Performance Data

Conditions & Climate Suspension Rate

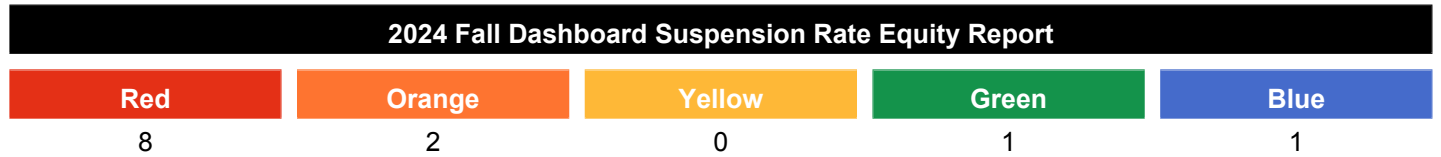
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This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<div>All Students</div> <div></div> <div>Orange</div> <div>9.1% suspended at least one day</div> <div>Increased 2.3%</div> <div>1775 Students</div>	<div>English Learners</div> <div></div> <div>Red</div> <div>12.1% suspended at least one day</div> <div>Increased 3.8%</div> <div>214 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>Red</div> <div>13.6% suspended at least one day</div> <div>Increased 5%</div> <div>176 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>10 Students</div>	<div>Homeless</div> <div></div> <div>Red</div> <div>18.8% suspended at least one day</div> <div>Increased 7.2%</div> <div>69 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Orange</div> <div>9.1% suspended at least one day</div> <div>Increased 1.3%</div> <div>1355 Students</div>

Students with Disabilities  Red 16.1% suspended at least one day Increased 4.2% 242 Students	African American  Red 15% suspended at least one day Increased 0.6% 214 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 9 Students
Asian  Green 2.7% suspended at least one day Declined 2.5% 73 Students	Filipino  Blue 0% suspended at least one day Declined 4.3% 68 Students	Hispanic  Red 9.1% suspended at least one day Increased 3.3% 1200 Students
Two or More Races  Red 11.4% suspended at least one day Increased 1.3% 79 Students	Pacific Islander  Red 11.5% suspended at least one day Increased 3.8% 52 Students	White  Orange 3.8% suspended at least one day Increased 0.5% 80 Students

Conclusions based on this data:

1. Students with Disabilities recorded the highest suspension rate at 16.1%. Further disaggregated data on Students with Disabilities by race within other student groups would be valuable for informing targeted intervention strategies.
2. Filipino and White students exhibited the lowest suspension rates, each accounting for only 3.8% of the total."
3. There has been a general rise in the total number of suspensions compared to the 2023 dashboard data. However, it's important to note that this figure may be misleading, as it primarily reflects recurrent expulsions of the same individuals.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Deeper Learning - Language and Literacy (ELA)

Language and Literacy: Hayward High School will increase performance on CAASPP ELA by 5%. To ensure this, all students will receive literacy instruction that is tailored to their needs, through an equity lens, as measured on State (CAASPP ELA) and local assessments, which will help students demonstrate growth or proficiency toward Common Core Standards in ELA.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 1: Deeper Learning

To participate as full citizens in a global community, students master robust core academic content, higher-order thinking skills, and learning dispositions by learning how to apply knowledge to real-world circumstances and solve novel problems

Metric:

Increase CAASPP ELA scores by 8 points.

LCAP Goal 5: Achievement/Engagement:

Increase achievement and engagement of underperforming student groups (Students with Disabilities and Homeless youth). This aligns with LCFF Priorities 4 (Pupil Achievement), 5 (Pupil Engagement) and 6 (School Climate)

Metric: Increase students with Disabilities performance on the CAASPP ELA

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Only 48% of Hayward High students met or exceeded standards in ELA, while 55% scored Nearly Met or Not Met. Persistent achievement gaps remain, especially among English Learners, Hispanic students, socioeconomically disadvantaged students, and students with disabilities. While overall scores declined slightly for most groups, African American students and students with disabilities showed improvement—suggesting targeted supports are beginning to have an impact.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Improved performance levels on standardized tests (CAASPP)	Current standardized test scores (CAASPP)	Increase performance levels on ELA, and EL Progress Indicators. Outcomes will improve by one step from the prior year. There will be a 10% increase in students "Met" and "Exceeded" categories. Reduce English Learners not making progress by 5% (ELPI).
Grades	Semester 1 and Semester 2 Grades (Ds and Fs)	Increase grades of C- or better by 5%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>PLCs will collaborate to engage in a Cycle of Inquiry (COI) to determine the efficacy of lessons and teaching strategies in order to meet instructional goals. PLCs will develop standards-aligned lessons and assessments and collectively review to determine student supports and intervention. Staff will use assessment data to drive instruction and use as data for collaboration meetings for support and intervention.</p> <p>Teachers will utilize academic language within and across content areas as per the CA English Language Development (ELD) Standards, which are taught in conjunction with content standards.</p>	All Students in ELA	<p>District Funded Certificated Hourly Staff Development and District wide trainings 5000 Title I 3010 ERWC Conference 7000 Title I Certificated Hourly Teacher release time observation and coaching 10000 Title I Certificated Hourly certificated pay for conferences</p>
1.2	<p>Provide after school tutoring support for ELA Position provided through central funding 32,000</p> <p>Academic Support Intervention</p> <p>Provide multicultural and anti-racist library books that are of high interest and appropriate for underperforming students and ELs, in order to ensure students have access to materials that will accelerate language acquisition (for ELs) and/or accelerate students' reading ability and proficiency of high leverage academic language. We will encourage teachers (especially ELA teachers) to provide students with opportunities to check out and read these books at school. And we will use additional funding to purchase more of these types of books. Many of our ELA teachers are trained in Reading Apprenticeship, and thus have the skills to leverage independent reading to boost student achievement within their respective content areas. By providing these books, these teachers will now have the materials necessary to support students in this way.</p>	All Students	<p>District Funded Certificated Hourly ELA tutoring offered by Site Teachers 7000 Title I 1000-1999: Certificated Personnel Salaries Tutoring , After school interventions</p>

1.3	Provide multicultural and anti-racist library books \$3000 Lost library funds		General Fund None Specified

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

To close achievement gaps and improve overall performance, Hayward High must sustain a structured, data-informed approach focused on differentiated instruction, literacy across content areas, and curriculum alignment with the Common Core. PLCs must continue using the Cycle of Inquiry (COI) to drive improvement, with increased stakeholder involvement (SSC, ELAC, AASAI) and regular progress monitoring.

Continue and refine current multi-tiered strategies.

Monitor SMART goals through PLCs and COI cycles.

Prioritize instructional equity and professional learning.

Use both formative and summative data to inform instruction.

Maintain focus on subgroup performance, scaling what works and addressing areas of decline through collaboration and reflection.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major differences

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Deeper Learning - Mathematics

Hayward High School will increase performance on CAASPP Mathematics by 5%. To ensure this, all students will receive mathematics instruction that is tailored to their needs, as measured on State (CAASPP Mathematics) and local assessments, which will help all students demonstrate growth or proficiency toward Common Core Standards in Mathematics.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 1: Deeper Learning

To participate as full citizens in a global community, students master robust core academic content, higher-order thinking skills, and learning dispositions by learning how to apply knowledge to real-world circumstances and solve novel problems

Metric: Increase CAASPP Math scores by 10 points.

Metric: Increase students completing Algebra for the first time by 5%, including unduplicated pupils and African American students

Metric: Monitor and increase student enrollment in STEAM courses in secondary schools by 5% annually

Metric: 100% of students have sufficient access to standards-aligned instructional materials

Metric: Increase Students with disabilities Algebra Pass rate by 5%

LCAP Goal 5: Achievement/Engagement:

Increase achievement and engagement of underperforming student groups (Students with Disabilities and Homeless youth). This aligns with LCFF Priorities 4 (Pupil Achievement), 5 (Pupil Engagement) and 6 (School Climate)

Metric: Increase students with Disabilities performance on the CAASPP Math

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Findings and Analysis show that only 15% of students met or exceeded the standard, a sharp decline from 23% the previous year. A total of 85% of students scored in the Nearly Met or Not Met range, with performance declines observed across all student subgroups. English Learners and Hispanic students demonstrated the lowest proficiency levels. Notably, all math domains declined, with the most significant drops in Problem Solving and Communicating Reasoning. These trends indicate that the academic progress seen in previous years was not sustained.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Improved performance levels on standardized tests (CAASPP)	Current standardized test scores on CAASPP	Increase performance levels on ELA, Math, and EL Progress Indicators. Outcomes will improve by one step from the prior year. There will be a 5% increase in students "Met" and "Exceeded" categories. Reduce English Learners not making progress by 5% (ELPI).
Improved quarterly and semester gades	Semester 1 and Semester 2 Grades (Ds and Fs)	The number of students receiving D and F grades for Semester 1 will decrease in Semester 2 by 5%; Increase grades of C- or better by 5%.
Graduation Rate	88.9%	Increase by 2%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	<p>Professional development will be provided to teachers and administrators to continue the implementation of the Common Core State Standards and culturally responsive pedagogy to increase rigor and the level of Student Academic Engagement in the classroom. Teacher Professional Learning Communities (PLCs) will develop standards-aligned lessons and assessments and collectively review to determine student supports and intervention.</p> <p>Staff will use assessment data to drive instruction and use as data for collaboration meetings for support and intervention.</p> <p>Teachers will work in PLCs during designated Collaboration periods on Wednesday and Thursdays. There they will review curriculum, best practices and share successful teaching strategies.</p> <p>Measures: Formative and summative assessments, Local benchmark tests. PLC meeting records, CAASPP data, and presentations to staff based on information from conferences and PD.</p>	All Students	<p>5000.00 LCFF 5000-5999: Services And Other Operating Expenditures PD Conferences (CRP & Anti-Bias/Anti-Racist Pedagogy) to improve instruction in the classroom. 5000.00 LCFF 1000-1999: Certificated Personnel Salaries Teacher Collaboration time for outside of the work day. 2069.00 LCFF Supplemental and Concentration Funds 4000-4999: Books And Supplies Print Shop materials 10000 Title I Certificated Hourly Teacher release time to observe and coach</p>
2.2	<p>Provide after school tutoring support for ELA/Math (Math I/II)</p> <p>Academic Support Intervention, i.e. after school tutoring, Algebra Support class, IXL</p>	All Students	<p>32881.00 LCFF Supplemental and Concentration Funds 1000-1999: Certificated Personnel Salaries .2 tutoring position</p>

Annual Review

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Include targeted professional development focused on math discourse, scaffolding for English Learners, and differentiated instruction. The school will conduct a curriculum audit to ensure alignment with CAASPP standards and provide structured small-group interventions, including after-school tutoring. Technology tools such as Khan Academy will be used with active teacher oversight to support individualized learning. A peer tutoring program will be relaunched, supported by tutor training and progress monitoring. Family engagement will be enhanced through bilingual math workshops and take-home resources. Daily instruction will incorporate real-world math problems, supported by rubrics and teacher modeling. Formative assessments will occur biweekly, with time built in for reteaching based on results. The school will foster a positive math culture that emphasizes growth mindset and celebrates student effort and improvement. CAASPP-style questions will be integrated into instruction throughout the year, and Saturday prep sessions will be offered. Math content will be reinforced across subjects such as science, CTE, and social studies. Students will engage in goal-setting and tracking to support ownership of learning. A data team will review progress monthly and adjust strategies as needed.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major differences

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Deeper Learning - English Language Development

English Language Development: Hayward High School will increase English Learners performance on the English Language Proficiency Assessment for California (ELPAC), as measured by the English Learner Progress Indicator (ELPI) on the California School Dashboard by 5%. To ensure this, students will receive instructional support and intervention to develop language skills.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 1: Deeper Learning

To participate as full citizens in a global community, students master robust core academic content, higher-order thinking skills, and learning dispositions by learning how to apply knowledge to real-world circumstances and solve novel problems

Metric: Increase English Learners making progress toward English Proficiency by 2% annually

Metric: Maintain reclassification rate at or above 14%

Metric: Access for ELs to ELD and CCSS

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

2024–25 Analysis reveals that Hayward High's EL population grew by 63 students, now making up approximately 9% of the student body. Despite this growth, only 38% of EL students demonstrated progress on the ELPAC—a decline from prior years. ELPI data showed a 6% drop in students advancing at least one level compared to 2023–24, though there was a slight increase in students maintaining their current proficiency levels. Ongoing staffing shortages, particularly the absence of a dedicated EL coordinator and limited paraeducator support, continued for a second consecutive year and directly affected the availability and quality of EL services.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Improved performance levels on standardized tests (CAASPP and ELPAC)	Current standardized test scores (CAASPP and ELPAC)	Increase performance levels on ELA, Math, and EL Progress Indicators. Outcomes will improve by one step from the prior year. There will be a 5% increase in students "Met" and "Exceeded" categories. Reduce English Learners not making progress by 5% (ELPI).
Improve Quarterly Grades	Semester 1 and Semester 2 Grades (Ds and Fs)	Increase grades of C- or better by 5%
Increase reclassification rates	19 Reclassified	Increase reclassification rates by 2%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Hayward High School will provide a bilingual paraeducator to provide tutoring, academic pull-out and/or push-in support, and homework assistance. In addition, they will assist parents in communicating with counselors, teachers, SPED case managers, and other school professionals to ensure progress. Paraeducators and teachers will be provided training to student student achievement in teacher-led classrooms. This position is .80 FTE. The remaining balance will be used for extra hours for after school student support and or tutoring	Multilingual Learners	78,979.18 Title I 2000-2999: Classified Personnel Salaries Bilingual paraeducator 2000.00 Title I 4000-4999: Books And Supplies Online resources to support language learner skill development
3.2	Hayward High School will provide teachers with additional collaboration time to plan Integrated and Designated ELD to fully support students' language proficiency and access to the content.	Multilingual Learners	1200 Title I Certificated Hourly Teacher Collaboration time for outside of the work day.
3.3	Additional training and time to staff to work with our MLL students to better prepare them for the classroom.	Multilingual Learners	8000 Title I 3010 Conference registration for MLL support 7000 Title I Certificated Hourly Hourly pay to attend conferences 5,000.00 Title I 3010 Teacher release for coaching and observation

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

2024–25 will center on strengthening language development through targeted, level-based ELD instruction focused on reading, writing, listening, and speaking. Teachers will employ differentiated and culturally responsive strategies, including visuals and real-world, relevant content, to support access for diverse learners. Language support will be embedded across all subject areas, and small-group interventions, peer tutoring, and mentorship opportunities will be expanded. Family engagement will be prioritized through multilingual workshops and home-language learning resources. Technology such as Imagine Learning and other bilingual platforms will support individualized language development. Professional development for staff will focus on ELD strategies, second language acquisition, and inclusive practices. A positive school culture will be reinforced by celebrating linguistic and cultural diversity. Regular tracking of ELPAC and ELPI data will guide instructional decisions, ensuring students receive timely and appropriate support.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Deeper Learning/Service Excellence/Operational Sustainability - Staffing & Resources

Hayward High School will prioritize hiring to 100% completion and allocating essential resources to enhance student accessibility to both technology and Visual and Performing Arts (VAPA) programs, which are fundamental to fostering a comprehensive educational experience that empowers students across diverse learning pathways. This aligns with LCAPs 1 (Deeper Learning), 3 (Service Excellence) and 4 (Operational Sustainability)

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 1: Deeper Learning

To participate as full citizens in a global community, students master robust core academic content, higher-order thinking skills, and learning dispositions by learning how to apply knowledge to real-world circumstances and solve novel problems

Metric: Increase K-12 student opportunities to participate in the VAPA program in conjunction with the VAPA action plan.

LCAP Goal 3: Service Excellence

To ensure students, families, and staff can thrive, the district creates a welcoming and supportive environment by organizing our efforts to focus on the needs of those we serve.

Metric: Retention and recruiting of diverse staff which reflects our current student demographic.

LCAP Goal 4: Operational Sustainability

HUSD will create and implement comprehensive facilities, safety, and technology plans that ensure equitable and sustainable upgrades.

Metric: Ensure a 1-1 student to computer device ratio.

Metric: The Hayward USD will implement an equitable facilities plan, standards and timelines to support cleanliness, technology, and basic safety upgrades to every campus/site.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Expanding continuity and participation in VAPA (Visual and Performing Arts) courses beyond A–G requirements, addressing ongoing staffing shortages in English, EL, Woodshop, and Music, Staffing, technology, and VAPA programming, incorporating input from teachers, students, and families. Targeted recruitment will prioritize hiring in hard-to-fill areas, with clear expectations and proactive outreach to attract diverse, high-quality candidates. Stakeholders will be engaged in shared decision-making related to hiring, scheduling, and resource allocation. Professional development will be provided for VAPA teachers and technology support staff to enhance instruction and access. Efforts to ensure resource equity will include fair distribution of devices and VAPA materials based on student need and program usage. The school will collaborate with the district to accelerate device replacement timelines and strengthen infrastructure, including internet connectivity and access to essential software. To increase student engagement and create long-term interest, new VAPA courses and extracurriculars will be introduced in music, visual arts, and performing arts. Partnerships with community organizations will provide opportunities for guest teaching, internships, mentorship, and sponsorship. Planning for Proposition 28 implementation will begin in 2025–26, with a site plan focused on sustainable growth and enrichment of the VAPA program.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase representation of VAPA students at HHS through social media and other communication platforms.	Student work will be showcased monthly	Student work published on the VAPA Instagram account at least once a week, make VAPA announcements on school marquis, and increased enrollment in VAPA courses.
Increased professional development opportunities for VAPA teachers to improve their professional practices, such as creating better curriculum alignment / articulation across course pathways, creating alignment with HUSD VAPA Master Plan Goals, and creating alignment with state / national VAPA and college readiness standards.	VAPA teachers will attend district VAPA subject matter meetings	All VAPA courses will have curricula that are aligned / articulated in ways that create effective and meaningful course pathways. All VAPA courses will have curricula that is aligned with state/national standards. The VAPA Department will create goals that align with the HUSD VAPA Master Plan.
Increase availability and quality of VAPA materials.	A school supply budget will be made available to VAPA staff with the approval of the principal	Improve instruments, theatre, choir, and are materials such as risers, music stands, stage curtains and lighting, pottery items, etc.
Increase availability of Chromebooks for students who transfer to Hayward High School or have a broken device.		By prioritizing the availability of loaner devices, we aim to minimize disruptions to students' learning experiences supporting students' academic success and empowering them to thrive in a digital learning environment.
Increase the availability of additional charging cables or charging stations for students who have no means to charge their devices at home.		
Attain 100% staffing		100% full staffed by beginning of 2024-2025 school year

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Hayward High School will promote arts integration by showcasing student work and provide teachers with arts integration professional development. Art exhibits and shows will be held throughout the school year to highlight student success. \$1500 Prop 28	All Students	Other None Specified
4.2	Hayward High School will provide supplies needed for continued program success. \$2000	All VAPA students	Other None Specified
4.3	Hayward High School will dedicate improvements to VAPA programs to showcase school pride, highlight programs, and increase enrollment. This will include new stage lighting, and sound. \$2000	All Students	Other None Specified
4.4	Hayward High School will provide additional coaching and support for instrument development, dance, and theatre. \$4000	All Students	Other None Specified

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

The instrumental music program at Hayward High School has experienced significant growth, now boasting two dedicated instructors who enrich students' musical education. Our band has become a staple feature at various events, including athletic competitions, local parades, and other music venues, showcasing the talent and dedication of our students.

In addition to our thriving instrumental music program, our piano course has expanded to accommodate two sections, providing students with opportunities to develop their musical skills through sight-reading and comprehensive music education curriculum.

Complementing our music offerings, our visual arts program is flourishing with two dedicated art education teachers. Students in these classes benefit from immersive experiences, including field trips to museums and art exhibits, allowing them to deepen their understanding and appreciation of the arts.

Furthermore, our performing arts department has seen notable expansion with the introduction of choir classes and audio production, providing students with diverse avenues for artistic expression. The addition of stagecraft to our drama program further enhances students' theatrical experiences, fostering creativity and collaboration on and off the stage.

Overall, the growth and success of our music and arts programs underscore Hayward High School's commitment to providing students with comprehensive and enriching educational opportunities that nurture their talents, foster creativity, and inspire lifelong appreciation for the arts.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The goal for the upcoming academic year at Hayward High School will be modified to expand beyond the previous focus solely on Visual and Performing Arts (VAPA) to incorporate overall hiring practices and the integration of technology. By broadening the scope of our objectives, we aim to comprehensively address the diverse needs of our school community while aligning with the mandates outlined in Proposition 28.

This strategic adjustment will enable Hayward High School to enhance its support structures across multiple domains, including staffing, technology integration, and programmatic initiatives. By leveraging a holistic approach, we seek to foster a learning environment that is inclusive, dynamic, and responsive to the evolving needs of our students and staff.

Lack of qualified staff has lead to a struggle to offering all classes desired but we are working to continue to improve program selection.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Relationship-Centered Schools - School Climate and Social Emotional Learning (SEL)

Hayward High School will commit to holistic student well-being through the integration of Social-Emotional Learning (SEL) with trauma-informed care, intervention, and restorative practices within our educational framework. This aligns with LCAP 2 (Relationship-Centered Schools) and LCAP 5 (Achievement/Engagement)

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 2: Relationship-Centered Schools

HUSD will work collaboratively with families, community partners and staff to increase equitable student access to social-emotional supports and trauma-informed care, particularly through positive relationship-building and integration with HUSD's Multi-Tiered System of Support.

Metric: Increase the number of students feeling safe and connected to school as measured by CHKS, by 5% annually.

Metric: Decrease high school dropout rates by 1% annually

Metric: Ensure district suspension rate is below 3.6%

Metric: Ensure district expulsion rate is below 0.09%

LCAP Goal 5: Achievement/Engagement:

Increase achievement and engagement of underperforming student groups (Students with Disabilities and Homeless youth). This aligns with LCFF Priorities 4 (Pupil Achievement), 5 (Pupil Engagement) and 6 (School Climate)

Metric: Decrease homeless youth suspension rates

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

2024–25 Analysis reflects a continued need for strong SEL and behavioral support systems at Hayward High. While the school saw an overall reduction in suspensions compared to the previous year, students identifying as Two or More Races were suspended at a disproportionately high rate—despite representing a small sample size. The sustained demand for counseling and a rise in Section 504 plans further signal that many students continue to struggle with emotional regulation, trauma, and behavior, reinforcing the need for proactive interventions.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Healthy Kids Survey		
COST and Data Analysis	Increase number of students are waitlisted or pending services	100%of students referred to COST being served (Considering Student does not decline services)
Decrease suspension rate		

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
5.1	Hayward High School will provide teachers and staff with additional resources and professional development in Social-Emotional Learning practices.	All Students	5000.00 LCFF 1000-1999: Certificated Personnel Salaries Coverage for staff observations, training, and collaboration. 5000.00 LCFF 5000-5999: Services And Other Operating Expenditures SEL PD 7000.00 LCFF Certificated Hourly Conference pay hourly
5.2	Hayward High School will continue to build out our resources and personnel to support social-emotional well-being for all students. Our SEL Counselor and Community Schools Specialist will continue to build out a multi-tiered program that supports an awareness and understanding of student challenges surrounding mental health, substance abuse, cyberbullying/social media, relationship boundaries/practices, and more. Some resources will include guest speakers and assemblies. \$3000	All Students	General Fund 0000: Unrestricted Guest speakers/assemblies to nurture awareness of teen-related challenges on a school campus (i.e. mental health, substance abuse, cyberbullying, healthy relationships, etc.)
5.3			

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Steps Taken to Address These Needs include sitewide professional development in trauma-informed care, restorative practices, and SEL integration. Staff are building a more inclusive and connected campus culture through morning meetings, restorative circles, and SEL instruction that promotes empathy, problem-solving, and emotional regulation.

Trauma-informed practices have been expanded through consistent classroom routines, student choice, and calming environments. Restorative responses to conflict and misconduct are replacing traditional punitive approaches, emphasizing accountability and healing. Students demonstrating repeated behavioral or trauma-related concerns are supported through individualized plans developed in partnership with families and counselors. Community partnerships provide wraparound supports that target root causes such as mental health needs and chronic absenteeism. SEL efforts are supported by consistent monitoring of behavioral, academic, and attendance data. Family engagement is encouraged through workshops and resources focused on SEL and restorative approaches. Reflection and refinement of SEL implementation continues to be driven by evolving best practices and school-based data.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 6

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Relationship-Centered Schools -- Parent Engagement

Hayward High School will commit to implementing strategies to increase parent participation in school-wide activities by 5%, which is essential to fostering a collaborative and supportive educational environment that benefits both students and the entire school community. This aligns with LCAP 2 (Relationship-Centered Schools)

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 2: Relationship-Centered Schools

HUSD will work collaboratively with families, community partners and staff to increase equitable student access to social-emotional supports and trauma-informed care, particularly through positive relationship-building and integration with HUSD's Multi-Tiered System of Support.

Metric: Increased participation in Parent University by 1% annually, with a focus on recruiting parents of unduplicated pupils.

Metric: Increase parent participation in Community Advisory Committee and special education parent engagement meetings by 6%

Metric: 100% of school sites will have parent representatives on School Site Council (SSC) and English Learner Advisory Committee (ELAC) and will hold elections to replace parent representatives as needed, with a focus on recruiting parents of unduplicated pupils.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

2025–26 Analysis reflects a steady improvement in family engagement following the full reinstatement of a Family Engagement Specialist (FES) in 2024–25. Increased coordination led to stronger communication, more accessible events, and greater parent participation. However, data shows persistent gaps in engagement among certain demographic groups, highlighting the need for more targeted outreach and culturally responsive practices.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Participation at Parent Meetings	Currently only a handful of parents attend meetings most of our meetings. We do have sign in sheets at meetings and Back to School night but only 10% of parents attend these activities.	20% of parents attend meetings

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
6.1	Hayward High School will provide additional options and opportunities for parents to participate in school activities by offering more flexible timing of meetings, translation for parents, and more emphasis on parent-requested topics of discussion. We will continue our partnership with Rasi Holds Hands, Youth and Family Services, etc. In addition, we will add workshops to assist students in being successful at school. Hayward High School will provide parent engagement opportunities to build partnerships in students' education. The topics for our parent education events, such as FAFSA nights and parent discussion groups about managing stress and mental health, will help the families to support attendance, the academic progress and social-emotional needs of their students. This includes intentional focus to revamp our AASAI parent and student programming on campus. We will provide opportunities for parents and students to meet in the evenings to discuss College and Career Readiness options and pathway opportunities.	All Students	2000.00 Title I 3010 Parent workshops and conferences. 3276.00 Title I 2000-2999: Classified Personnel Salaries Translation services. 1000.00 LCFF None Specified Light refreshments for parent meetings. 4000 LCFF Classified Hourly Childcare 2500 Title I 4000-4999: Books And Supplies Print shop materials
6.2	Hayward High School will continue to utilize a variety of ways to communicate with parents and guardians about upcoming events, recent news, and other schoolwide messaging. Parent engagement opportunities will be promoted through the marquee, Infinite Campus, emails and personal calls. We will offer parent engagement opportunities outside the regular school hours in an attempt to get more parental involvement.	All Students	100.00 LCFF 0000: Unrestricted SMORE subscription 400.00 LCFF 0000: Unrestricted Survey Monkey subscription 5000 LCFF Classified Hourly

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Action Steps for this year include continuing to diversify communication platforms—such as multilingual newsletters, social media, texts, and emails—to ensure that all families receive timely and accessible information. Events will be scheduled at various times and offered in multiple formats (in-person, virtual, hybrid) to accommodate diverse needs. The school will maintain a welcoming culture through informal interactions and inclusive programming that celebrates student and family diversity. Parent workshops will focus on key topics such as academic readiness, digital literacy, college and career pathways, and wellness. Volunteer opportunities will be broadened to include classroom support, mentoring, and event planning. Family-centered events like cultural nights and parent-student activities will be expanded to deepen connections. Parent feedback will continue to be collected through surveys, listening sessions, and advisory

groups like ELAC and SSC. Community partnerships will be leveraged to offer additional support and resources aligned with student and family needs.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 7

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Relationship-Centered Schools - Attendance and Chronic Absenteeism

Hayward High School will reduce chronic absenteeism by 5% thus increasing overall daily attendance. This aligns with LCAP 2 (Relationship-Centered Schools) and LCAP 5: Achievement/Engagement

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 2: Relationship-Centered Schools

HUSD will work collaboratively with families, community partners and staff to increase equitable student access to social-emotional supports and trauma-informed care, particularly through positive relationship-building and integration with HUSD's Multi-Tiered System of Support.

Metric: Decrease high school drop out rate by 1% annually

Metric: Decrease chronic absenteeism by 2% at all school sites and within the district annually until schools maintain a chronic absenteeism rate of 10% or less

Metric: Maintain an Average Daily Attendance (ADA) rate at or above 95% at all sites and as an overall district wide average; increase ADA by 0.25% until goal is met.

LCAP Goal 5: Achievement/Engagement

Increase achievement and engagement of underperforming student groups (Students with Disabilities and Homeless youth). This aligns with LCFF Priorities 4 (Pupil Achievement), 5 (Pupil Engagement) and 6 (School Climate)

Metric: Decrease the homeless youth chronic absenteeism rate

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

During the 2025–2026 academic year, Hayward High School aims to reduce chronic absenteeism from the previous year's 59% rate, building on targeted interventions and refined systems. Chronic absenteeism, defined as missing 10% or more of instructional days, affected 34% of students (657) in 2024–2025, with trends showing increased absences before and after holidays and a peak in December. To address this, the school will enhance its early warning system to identify at-risk students using real-time attendance, academic, and behavior data, enabling timely tiered interventions. Family and community partnerships will be strengthened through workshops, outreach, and support led by attendance teams and the Family Engagement Specialist. Efforts to foster a positive, inclusive school climate will continue, expanding student clubs and advisory programs to promote engagement. Attendance incentives and recognition will be reinforced to celebrate consistent or improved attendance. Individualized support plans, including counseling, mentoring, academic catch-up, and home visits, will be implemented for chronically absent students. Robust monitoring tools such as AERIES and Tableau dashboards will be used to disaggregate data by grade and subgroup, guiding real-time adjustments. Staff will receive ongoing training in trauma-informed and culturally responsive practices to address attendance barriers effectively. Regular data meetings will support continuous evaluation and strategy refinement. Evaluation methods include monitoring attendance records, analyzing absence reasons, tracking early warning alerts and interventions, logging family communications, and gathering student and staff feedback. Data analysis will ensure equity by comparing attendance trends alongside academic and behavioral outcomes across diverse student groups, with progress toward a 5% reduction in chronic absenteeism as a key goal.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Average Daily Attendance Reports	Average daily attendance during 2022-2023 school year: 88.23%	Increase Daily Attendance by 5% to 93.23%.
Graduation Rate	88.9% Graduation Rate for 2022.	Graduation increase by 5% to 93.9%
Decrease in Chronic Absenteeism, Overall Absenteeism	Chronic: 34%; Overall 59% in 2022	Decrease absenteeism to Chronic 29%; Overall 54%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
7.1	<p>In an effort to increase school pride and positive relationships, Hayward High School will:</p> <ul style="list-style-type: none"> Organize fun/team building activities for students-Farmer Fun Increase student led School Spirit activities. Provide opportunities for social interactions in a structured environment, clubs. Invite guest speakers for students to hear inspirational or motivational examples. Utilize Leadership students to provide positive peer role models. Staff will develop relationships with students to encourage them to come to class. Teachers will spend a few minutes each period to connect and check in with students to foster better relationships. Send personal emails to students who have missed multiple days. 	All students	<p>10000 LCFF 4000-4999: Books And Supplies Materials and supplies for student incentives</p>

	<ul style="list-style-type: none"> Create a safe environment for learning and participating with classmates. Create a hands-on engaging environment that students do not want to miss. Provide incentives for students to advocate for their own success. Refer students for support services and resources for mental health and wellness. (COST) 		
7.2	Truancy is the strongest indicator of student drop-outs; therefore, Social Emotional Learning (SEL) Counselor, Community School specialist and Attendance Clerks will work in collaboration to increase attendance which will also increase the graduation rate.	All Students	6000 LCFF Classified Hourly Truancy meetings and extra outreach
7.3	Hayward High School will provide parent engagement opportunities to build partnerships in students' education. The topics for our parent education events, such as FAFSA nights and parent discussion groups about managing stress and mental health, will help the families to support attendance, the academic progress and social-emotional needs of their students. Parent engagement opportunities will be promoted through Blackboard, Infinite Campus, and personal calls.	All Students	3500 LCFF 4000-4999: Books And Supplies Material for family outreach
7.4			
7.5			

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

During the preceding academic year, the Student Body leaders at Hayward High School diligently endeavored to enrich the student experience through a variety of lunchtime activities. Notably, concerted efforts were made to enhance school spirit and community engagement through the organization of rallies spotlighting our sports teams. These rallies, tailored to different athletic endeavors, served as dynamic showcases of school pride and athletic achievement.

Moreover, our commitment to celebrating diversity and cultural appreciation was exemplified through collaborations with local dance groups, who graced our campus with vibrant performances of ethnic and cultural dances. These culturally enriching experiences not only fostered a sense of inclusivity but also broadened students' cultural horizons.

During Spirit Week, a cornerstone of our school's tradition, daily rallies held in the area adjacent to the Cafeteria and B Hall further invigorated school spirit. The enthusiastic participation of students, evident through their applause and positive feedback, underscored the success of these endeavors in fostering a lively and supportive school community.

In parallel, the multitude of clubs on campus played a pivotal role in promoting student involvement and camaraderie. Each year, these clubs engage in membership drives, further cultivating a sense of belonging and encouraging student participation in various extracurricular activities.

Furthermore, the recent addition of a Wood Shop class has resonated positively with students, providing them with a hands-on learning experience that fosters creativity and practical skill development. The enthusiastic reception of this class underscores the value of offering diverse educational opportunities that cater to students' varied interests and learning styles.

The concerted efforts of our Student Body leaders and school administration have contributed to a vibrant and inclusive school environment characterized by a rich tapestry of cultural experiences, spirited celebrations, and opportunities for student engagement and growth. We remain committed to fostering a dynamic and enriching educational experience that empowers all students to thrive academically, socially, and personally.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Attendance remains a paramount focus for our school as we recognize its pivotal role in course completion and, by extension, graduation rates. Our analysis of data underscores the significant correlation between student attendance and academic achievement.

To address this, our staff is committed to implementing strategies aimed at fostering a stronger sense of connection and belonging among students, thereby encouraging more consistent attendance. By nurturing a supportive and engaging school environment, we aim to enhance students' motivation to actively participate in their educational journey. In line with this commitment, an increasing number of teachers have generously volunteered to sponsor lunchtime and after-school clubs and meetings. These extracurricular opportunities provide students with a platform to pursue their interests and passions within the school setting. By offering diverse and enriching club experiences, we aim to cultivate a school culture that celebrates student diversity and promotes active engagement in both academic and extracurricular pursuits.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 8

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Relationship-Centered Schools - Graduation Rate

Hayward High School will increase the graduation rate by 3% for all students: unduplicated students, African American students, students with disabilities, English Learners, students with exceptional need and students with foster or homeless status. This aligns with LCAP 1 (Deeper Learning), LCAP 2 (Relationship-Centered Schools) and LCAP 5 (Achievement/Engagement)

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 1: Deeper Learning

To participate as full citizens in a global community, students master robust core academic content, higher-order thinking skills, and learning dispositions by learning how to apply knowledge to real-world circumstances and solve novel problems

Metric: Increase A-G completion for all students, unduplicated pupils and African American students by 3%

LCAP Goal 2: Relationship-Centered Schools

HUSD will work collaboratively with families, community partners and staff to increase equitable student access to social-emotional supports and trauma-informed care, particularly through positive relationship-building and integration with HUSD's Multi-Tiered System of Support.

Metric: Increase high school graduation rate by 2-4% for all students, unduplicated students, African American students, students with disabilities, English Learners, students with exceptional needs and students with foster or homeless status.

Metric: Decrease high school drop out rate by 1% annually

LCAP Goal 5: Achievement/Engagement

Increase achievement and engagement of underperforming student groups (Students with Disabilities and Homeless youth). This aligns with LCFF Priorities 4 (Pupil Achievement), 5 (Pupil Engagement) and 6 (School Climate)

Metric: Increase the graduation rate with students with disabilities.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

In the 2025–2026 school year, Hayward High School aims to increase its graduation rate by at least 5%, addressing declines linked to the reinstatement of pre-pandemic academic requirements. Key challenges include credit deficiencies, chronic absenteeism, limited early identification of at-risk students, and disengagement among some student groups. The school will implement a comprehensive Early Warning System to identify and monitor students at risk, supported by Individualized Student Success Plans managed by counselors and intervention teams. Expanded academic supports will include credit recovery options through online, after-school, and summer programs, alongside Academic Support Centers providing tutoring and skill-building workshops. Freshman transition programs and increased extracurricular opportunities will foster engagement and belonging. Career and technical education pathways, college and career exploration, and family workshops will enhance post-secondary readiness. Attendance initiatives will focus on tracking, personalized outreach, incentives, and family collaboration. Mentoring systems and expanded counseling and social-emotional supports will address academic and non-academic barriers. Community partnerships will offer internships and wraparound services. Progress will be monitored through graduation rate tracking by subgroup, credit accumulation analysis, early warning dashboards, course completion data, attendance analysis, credit recovery outcomes, student surveys, and family and stakeholder feedback. Comparative analysis with similar schools will inform continuous improvement.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Graduation Rate	Graduation Rate for 2023-2024 School Year: 88.9%	Increase Graduation Rate by 3% to 91.8%
Decrease Chronic Truancy & Increase Overall Attendance		
Increase the Number of Students Passing A-G		

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
8.1	Continue to implement and build upon WASC 24/25 visiting committee recommendations for continued growth	All Students	None Specified
8.2		All Students	
8.3		All Students	

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Hayward High School observed a significant decline in its graduation rate, plummeting from 98% to 89%. This shift can be attributed to several factors, including a rise in the number of students exhibiting chronic or severe truancy, as well as the reinstatement of standard graduation requirements following a district-wide initiative to temporarily lower them in response to the disruptions caused by the pandemic.

To address these challenges and support student success, the academic counselors at Hayward High School have implemented proactive programming. Each year, counselors engage in individualized meetings with students to discuss credit recovery options and develop tailored class plans. Additionally, targeted academic interventions occur at the conclusion of Quarter 1 and Quarter 3, providing students who are struggling academically with essential support.

Notably, seniors receive specialized attention beginning at the onset of their final year. Academic counselors prioritize seniors who are most deficient in credits, ensuring they have ample time to recover any necessary credits while also emphasizing future post-secondary goals to shape their academic planning. Throughout the year, multiple senior check-ins occur to monitor progress and ensure students remain on track towards graduation.

By providing comprehensive support and personalized guidance, Hayward High School aims to bolster student achievement and facilitate a successful transition to post-secondary endeavors.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$240,905.18
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$148,955.18

Subtotal of additional federal funds included for this school: \$148,955.18

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF	\$57,000.00
LCFF Supplemental and Concentration Funds	\$34,950.00

Subtotal of state or local funds included for this school: \$91,950.00

Total of federal, state, and/or local funds for this school: \$240,905.18

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF	192,424.0	135,424.00
Title I	263673.	114,717.82

Expenditures by Funding Source

Funding Source	Amount
LCFF	57,000.00
LCFF Supplemental and Concentration Funds	34,950.00
Title I	148,955.18

Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	500.00
1000-1999: Certificated Personnel Salaries	49,881.00
2000-2999: Classified Personnel Salaries	82,255.18
3010	20,000.00
4000-4999: Books And Supplies	20,069.00
5000-5999: Services And Other Operating Expenditures	10,000.00
Certificated Hourly	42,200.00
Classified Hourly	15,000.00
None Specified	1,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
0000: Unrestricted	LCFF	500.00
1000-1999: Certificated Personnel Salaries	LCFF	10,000.00

4000-4999: Books And Supplies	LCFF	13,500.00
5000-5999: Services And Other Operating Expenditures	LCFF	10,000.00
Certificated Hourly	LCFF	7,000.00
Classified Hourly	LCFF	15,000.00
None Specified	LCFF	1,000.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration Funds	32,881.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration Funds	2,069.00
1000-1999: Certificated Personnel Salaries	Title I	7,000.00
2000-2999: Classified Personnel Salaries	Title I	82,255.18
3010	Title I	20,000.00
4000-4999: Books And Supplies	Title I	4,500.00
Certificated Hourly	Title I	35,200.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	29,000.00
Goal 2	54,950.00
Goal 3	102,179.18
Goal 5	17,000.00
Goal 6	18,276.00
Goal 7	19,500.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 4 Parent or Community Members
- 1 Secondary Students

Name of Members	Role
Waylon Miller	Principal
Solidad Padilla	Parent or Community Member
Pablo Maldonado	Parent or Community Member
Victor Fitzsimons	Classroom Teacher
Mary Walsh	Classroom Teacher
Valery Roberson	Secondary Student
Luz Hart	Parent or Community Member
Maya Walker	Other School Staff
Oliver Yang	Classroom Teacher
Alexandria Ray	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on June 6, 2025.

Attested:



Principal, Waylon Miller on June 6, 2025



SSC Chairperson, Mary Walsh on June 6, 2025



ELAC Representative, Maria Orozco on May 29, 2025